





## No short cuts to quality

The radical thread which Sir Keith Joseph would like to run through the tangled skein of Conservative education policy is the pursuit of excellence. In the mouths of politicians this all too easily becomes a cant phrase. But Sir Keith is one who knows the difference between a slogan and a policy. Honesty forces him to recognize that a policy must ensure that things happen, that the pursuit of excellence is expressed in positive improvements in the quality of education and - because he is sincere about the "bottom 40 per cent", if somewhat confused - that excellence has to be something which is pursued at every level and not allowed to remain the prerogative of the brightest and best.

Sir Keith, however, as well as being humane and intelligent, is also an ideologist of *laissez-faire*. He is profoundly sceptical about central government intervention and its limited capacity to bring about improvements - in education, as in other aspects of public life - except in so far as such intervention is aimed at making the appropriate market forces work more efficiently. As Secretary of State he labours under the real disadvantage of being a reluctant dragon, yet one who is constantly being forced back, against his will, to his responsibilities under the Education Acts and his obligation to fill the power vacuum at the centre of the English and Welsh education system.

Much of his first period of office was spent in trying to avoid an interventionist role: or rather in trying to find means of intervening in such a way as to allow market forces to take over the direction of policy. Vouchers would have done this *par excellence*, making all schools depend on the positive support of parents armed with financial resources. But Sir Keith, as a way of making universities and polytechnics subject to the hard-headed judgments of students who would only borrow money to pay for what was good value, than as ways of reducing the State burden of maintenance grants.

But loans have been dropped because of powerful back-bench and backwoods Conservative opposition and Mrs Thatcher has now dumped vouchers "in terms", as the saying goes, telling the *Daily Express* that the idea has been examined and found impractical. (This, by the way, is the most important Government statement on education since the election: it effectively removes the risks of vouchers popping up again while nobody is looking.)

If excellence cannot be pursued by releasing market forces, as Sir Keith would instinctively

have preferred, it has to be achieved by managing the system better. A succession of HMI reports and Departmental policy statements have identified the quality of teachers and teaching as one of the principal determinants of the quality of education. Sir Keith has clearly decided to make this his priority, egged on by the HMIs and the top administration in the DES, who believe this is one of the variables in the educational equation which can be modified without spending a lot of money or assuming unrealistic changes in society at large.

This was the background to the White Paper on *Teaching Quality* - this, in fact, is why a set of proposals, many of them a dozen years old, was pulled down from the shelf, dusted, and re-presented with one or two new and potentially powerful additions, like the discovery that the DES can lay down criteria for initial teacher training courses and the decision to amend the Education (Teachers) Regulations.

Was the DES right in believing that major improvements can be made by beefing up the rules about initial training and staff appointments, without increasing spending?

This is the key question and it is asked with considerable force by two of the latest commentaries on the White Paper. The National Union of Teachers' response (page 5) amounts to an extended answer in the negative. It seizes on the White Paper's explicit assumption that all the improvements it suggests (and extra work which it would impose on teachers and administrators) can be achieved within existing resources. This the NUT deny over and over again. They point out that the involvement of practising teachers in the selection of students means bespeaking time now spent on teaching and preparation. The same applies to the involvement of teachers with the colleges and departments of education.

The union have, of course, many other points to make. In particular they are far from impressed by the enthusiasm for making training more narrowly subject-based. Their scepticism is eminently reasonable. And, more generally, but equally fairly, they comment on the absence in the White Paper of any real recognition that teachers are members of a profession, entitled to have a big say in their own training and entry qualifications, not just a labour force to be managed by old-fashioned authoritarian management techniques. Of course some of the teachers' unions have, themselves, helped to play down the professional idea by emphasising their TUC connections, but this doesn't detract from the validity of the point the NUT is making.

What adds to the force of the teachers' charges - which are, in themselves, wholly predictable and therefore easy for Sir Keith to brush aside - is that the Association of County Councils' much shorter paper says many of the same things. It, too, notes the absence of any recognition of the resource implications of the White Paper. The ACC is saying quite firmly that the Government have failed to acknowledge the implications of curriculum-led staffing. They have refused to face up to the number of teachers needed to maintain educational standards while pupil numbers are falling. All along it has been acknowledged that there are diseconomies of scale, but the Government's forward projections have inadequately allowed for these. It is true that the number of teachers has not fallen as fast as the Government intended, because some I.e.s.s have refused to make the cuts the Government demanded, but the "surplus" teachers are not evenly spread and in many areas there is no realistic prospect of stepping up in-service training or adding new tasks to those the teaching force is required to perform without providing extra resources (which is the polite way of saying keeping up staff numbers).

Like the teachers, the ACC, too, has doubts about more subject specialization in primary education and reckons that the DES emphasis on the mismatch of teachers' qualifications and teaching loads is "over-emphasized and wrongly attributed". The White Paper assumed a great deal of redeployment among secondary teachers as rolls fall, and the ACC is telling Sir Keith without prevarication, that redeployment will involve more, rather than less, teachers taking jobs for which they do not have explicit qualifications.

Needless to say, the ACC is unimpressed by the armchair views of the DES on the management of teachers and the dismissal of the less effective, but it welcomes (unlike the NUT) the Government's view on how the salary stimuli should be changed, while again emphasizing that any general introduction of sophisticated methods of assessment would cost time, and therefore, money.

The conclusion has to be that Sir Keith has a long way to go to convince people that he can really bring about action on his White Paper without providing more money for teaching and ancillary staff - not necessarily more, absolutely, but more than would otherwise be provided as rolls fall. Except, that is, in those matters where he can make regulations and lay down criteria. In those matters he could increase the red tape and divert resources from elsewhere, but not necessarily bring about any improvements.

## COMMENT

### At odds with popular entertainment

It was inevitable that the DES's report *Popular TV and Schoolchildren* should be reduced immediately to a gladiatorial combat between Kenny Everett and the progressive army of light. After his notorious intervention on behalf of Mrs Thatcher, this hugely popular comedian possesses irresistible charms for the jollies end of Fleet Street. But the frequency with which the 15-strong committee return to his show, and the lack of sophistication with which they comment on it, does point up a central weakness in the enterprise.

They do at the *Kenny Everett Television Show's* "casual linking of violence with sex" at its "heavy reliance on sexual innuendo", its "risqué laughs" at the expense of homosexuals, at its "cheap snuff". Where would they put the English music hall tradition? Into outer darkness, presumably, Max Miller, Arthur Askey and all. The fact that they can



ITV's *Minder*... one of the programmes criticised

discuss Everett, the unironical sitcom *Shelley* and the cooily nostalgia *We'll Meet Again* in the same condemnatory breath indicates the presence of that plodding over-literateness which has long vitiated the force of socially concerned television criticism in this country. The lamentably exiguous bibliography which they append to their report, with its predictable BFI left wing coloration, confirms this impression. The BBC's initial response was justifiably patronising: that organization has, after all, presided over well-meaning group cogitations of this sort for a long time, and must know well their Utopian and truism-peddling tendencies. Of

course Everett, *Minder* and *Dallas* (two other targets) have a more powerfully educative effect than daytime educational television; of course it would be nice if light entertainment broadcasters were to bear their public responsibilities constantly in mind.

That may be crying for the moon, but in some respects the report is eminently sensible. If it had been made from data drawn after the advent of Channel 4, its comments on the treatment of women and ethnic minorities might have been softened somewhat (indeed, one of its signatories, Beverly Anderson, hosts this channel's excellent series *Black on Black*) but serious lacunae still remain in the general output. Yes, let television do more to represent the handicapped in a positive light and yes, let it treat the elderly with more respect. If the report's strictures on the geying of politicians are fo-faced, its comments on news and current affairs programmes are fair.

Its conclusions for teachers are statements of the obvious which require regular repetition: "media studies" lived off into small corners of the curriculum are quite insufficient, and all teachers must actively use the general output as a didactic adjunct. The report points to the video boom and to the consequent opportunity that this now gives children to control their own viewing. This group seem, in sum, to be aware of the power of the medium, but not of the need to take off their own blinkers.

### no comment

The *Barbican* has the only Box Office Computer System in London. Mr Karl Sydney, its manager, says that the system has never failed completely so he has always been able to sell tickets. Report in *The Times*, headlined *Theatre applaud computers*.

## Second opinion Will Europe maintain the grammar option?

The recent decision by Sir Joseph to support the continuation of selective schools alongside comprehensive in Salisbury is a partial vindication of parental rage.

It does little to satisfy parents of the Medlands and Irvin, who want their children to go to grammar school education. It is because they live either in the wrong part of Salisbury (the Medlands) or in neighbouring Wiltshire (the Irvin). The 1981 Education Act with its appeal commission has not helped them, and they now applied to the European Commission on Human Rights under Article 2 of Protocol No 1. This clause states that "... respect the right of parents to insure such education in conformity with their religious and philosophical convictions".

The Medlands and Irvin maintain that they have a strong philosophical objection to comprehensive education and the emphasis it puts on the wide interpretation of the phrase "religious and philosophical convictions" which, according to the Commission, embraces "yearning for human knowledge and respect concerning the world, life, etc., which a person adopts irrespective of the degree of his or her conscience".

In their application to the Commission they have presented evidence from several official sources to show that the aims of selective and comprehensive schools are fundamentally different. They are able to show that leading exponents of comprehensive education have ideas concerning life and society which are diametrically opposed to their own.

It is a significant part of that those who advocate comprehensive schools have also declared opposition to all independent schools. Such schools are not only for what they stand for, but also because they are "right" Article 2, of course, is designed to defend the rights of individuals and to be what the lists label as "divisive".

The architects of the European Convention had been struck by the threat to pluralism in the society posed by Hitler's Third Reich. They saw Article 2 as a bulwark against such a society. The Court's second sentence of Article 2 is short at safeguarding the pluralism in education, which is essential for the preservation of the 'democratic society' conceived by the Convention.

The present attack on pluralism in education, and hence on the democratic society, which now comes from the Left is as serious as Hitler's ever was. Although the threat to independent schools has been (temporarily?) lifted by the recent parental freedom in school choice, it is still threatened by many I.e.s.s. Those who reject that I.e.s.s. now allowed freedom to choose whether they have comprehensive or selective schools, complete that freedom of choice has not yet been extended to individual parents. It is what the Medlands and Irvin believe they can get from the European Commission.

Fred Naylor is a member of the County Council.

## Biddy Passmore reveals some significant statistics for comprehensives ILEA exam pass rate maintained

The change to comprehensive schools appears to have made little or no difference to the examination performance of pupils in Inner London, according to figures obtained by the TES that will be presented to members of the Inner London Education Authority next week.

They show that last year, the first in which a fully comprehensive intake sat O levels and CSE, overall results for ILEA's 169 secondary schools were broadly similar to those gained the year before. While the proportion of pupils gaining at least one O level pass fell by 1 per cent and of those gaining five passes, by 0.7 per cent, that was counter-balanced by increases in the proportion entering CSE and gaining at least one grade 1 (the equivalent of an O level pass).

The results will come as a relief to the authority, which feared that reorganization might produce a sharp dip in achievement that would provide ammunition for the opponents of comprehensive schools.

A report to the authority's schools subcommittee by Mr William Stubbs, the education officer, is expected to stress that standards have been maintained since 1978 in the face of continuing problems: falling rolls, and high levels of deprivation, with a rising proportion of children coming from families which do not use English as their first language.

Since 1978, the proportion of pupils gaining five or more O levels or CSE grade 1 has increased marginally from 18.8 to 19.9 per cent of the 28,600 fifth formers in the authority. The proportion gaining at least one CSE grade 1 has risen faster, from 18.4 to 21.7 per cent.

A level results have also held up, with 35.5 per cent passing two or more

CSE Candidates and Results 1971, 1976-1982						
	71	76	78	80	81	82
15-18 Age-group	19270	31565	31562	31083	30327	28612
Candidates	8281	22585	22890	22340	22148	21774
As % of Age-group	(42.6)	(71.9)	(72.6)	(71.9)	(73.0)	(76.1)
Candidates achieving 1 or more Grade 1's	2190	5818	6082	6048	6218	6202
As % of Age-group	(11.4)	(18.4)	(19.3)	(19.1)	(20.6)	(21.7)

O-Level Candidates and Results 1971, 1976-82						
	71	76	78	80	81	82
15-18 Age-group	19270	31565	31562	31083	30327	28612
Candidates	8397	13908	14382	14248	14083	12948
As % of Age-group	(43.6)	(44.1)	(45.6)	(45.8)	(46.4)	(45.3)
Candidates achieving 1 or more O-levels A/C	6608	9748	9673	9642	9686	9040
As % of Age-group	(33.8)	(30.9)	(31.3)	(32.0)	(32.6)	(31.6)
Candidates achieving 5 or more O-levels A/C	1765	2478	2483	2630	2837	2189
As % of Age-group	(9.2)	(7.8)	(7.8)	(8.1)	(8.4)	(7.7)

in 1978 compared with 35.9 per cent of the authority's 5,100 upper sixth formers last year.

O level results do seem to have deteriorated since 1971, when 9.2 per cent of pupils passed five or more compared with 7.7 per cent last year. But the proportion sitting CSE has risen from just under half to more than three-quarters of pupils and the percentage gaining one or more grade 1 has doubled, from 11.4 to 21.7 per cent.

A table comparing ILEA's results for 1981 with those of other large urban authorities shows that it had fewer leavers (21.4 per cent) than no graded results than Liverpool (21.9) and Manchester (25.3), but far more than Leeds (12 per cent) and Sheffield (10.1 per cent). The average for all English authorities that year was 12

per cent. The percentage of Inner London leavers with no A levels and five or more O level passes or their equivalent was 5.4 per cent, compared with 6.2 per cent in Manchester, 7 per cent in Birmingham and 9.2 per cent in Leeds. The national average was 9.6 per cent.

One striking feature of the results is that girls consistently outperform boys, except at the highest levels of Special papers (S-level). Girls do just over 3 per cent better at CSE and O level and 9.2 per cent better in the doomed Certificate of Extended Education, although the gap narrows again - to 0.7 per cent - at A level.

A total of 7.1 per cent of boys were absent from examinations for which they had entered last year (14 per cent in the case of CSE) compared with 4.6

per cent for girls. Since pupils have to be entered for exams early in the year, some inevitably leave in the intervening period.

The authority's equal opportunities policy still has a lot of barriers to break down in terms of choice of subject. Boys predominated in physical sciences and mathematics (except at CSE) while girls predominated in English, French, biology and social studies - where they also achieved better results.

Boys achieved better results in O level and A level physics and chemistry and in O level maths. In A level maths, on the other hand, the 31 per cent of entrants that were girls had a 3 per cent higher pass rate.

Pass rates at O level ranged from 29.5 per cent in photography to 72.6 per cent in minor modern languages, with an average of just over half (51.3 per cent). In CSE, a grade 1 pass was awarded to 23.9 per cent of entries in art and design but to less than 3 per cent of entries in physics, with an overall average of 8.9 per cent; 87 per cent of CSE entries got a grade 5 or better.

Although the report does not give a breakdown of results by school, it does give comparative statistics for the authority's 10 divisions, broken down into verbal reasoning groups.

These show that the highest proportion of average and above average (band 1 and 2) children achieved five or more O level passes in the City of Westminster and Camden, and the lowest proportion in Southwark.

In Islington and Hackney, more than 10 per cent of children of above average ability sat no exams at all last year.



## Hattersley at conference

Labour MP Mr Roy Hattersley (pictured above) is among the lecturers for the Education Section of the British Association for the Advancement of Science, due to meet at Sussex University from August 22-26.

The theme of the meeting is "Growing up in the 1980s" - chosen by this year's president, Mr Stuart Macure, editor of *The TES*. Mr Hattersley is to speak on "The challenge of equality".

Other speakers and topics include Professor Marie Jahoda ("Unemployment - curse or liberation?"), Professor John Eggleston ("Linking work with school"), Chris Hayes ("Learning to do unpredictable work") and Robert Atkin on aspects of "Curriculum Development 14-19".

The annual Schools Council lecture will be on "Children and visual media on communication" by Carol Loran and Michael Weiss of Brighton Polytechnic.

On the last morning (August 26) there will be a workshop on role-playing and computer games - and the hidden values built into them - which is being arranged by Dr Michael Braut of the Department of Education, at the University of Sussex.

## Consultant plan halts reshuffle

Oxfordshire County Council has frozen a plan for reorganizing its education department pending the outcome of a proposal that management consultants be called in.

The recommendation, from Mr Eric Board, council leader, will be put to next month's meeting of the policy and resources committee. According to Mr Board he will be suggesting that the consultants take a detailed look at central management structures within the authority, and that education will inevitably be an important part of their work.

There are already signs that it will meet fierce resistance among local authorities, who see it as a further erosion of their autonomy.

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## Sir Keith gets £35m for 'pet projects'

Sir Keith Joseph said this week that the new law giving the Education Secretary power to channel money direct to local education authorities, announced in the Queen's Speech on Wednesday, will enable him to "encourage changes in spending patterns" to improve the quality of education.

The Bill will allow Sir Keith to set aside for specific projects, such as new technology, up to 1/4 per cent (£35m) of the central grants for the local education service.

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Secretary a general power to limit rates in all authorities will have a more far-reaching effect on the education service.

The complex task of guiding the contentious rates legislation through the House of Commons is likely to fall largely to Mr William Waldegrave, junior local government minister who was formerly minister for higher education.

The allocation of responsibilities to the new team of ministers at the DES was also announced this week. As expected, Sir Keith Joseph will take charge of 16 to 19 provision, vocational education and relations with the Manpower Services Commission, as well as exercising overall responsibility.

Mr Bob Dunn, minister for schools, will also take charge of teacher training and supply, local government finance and the micro-electronics programme.

Mr Peter Brooks is to handle higher, further and adult education; science, the research councils, and the youth and community service.

## NUT set to discipline rebel strikers

by Sarah Bayliss

Hundreds of London teachers face disciplinary action from their union following a one-day unofficial strike in protest at compulsory redeployment. It went ahead on Wednesday despite an urgent request from Mr Fred Jarvis, NUT general secretary, that all members should work normally.

In a frankly worded circular to all NUT representatives in ILEA schools Mr Jarvis spelled out ILEA's willingness to negotiate and warned against "divisive and disruptive" action by teachers at a time when the Government was proposing to abolish the authority.

The action, which had failed to get approval from the action committee of the NUT's executive, was proposed by officers of the Inner London Teachers Association who were recently elected on a "no-compulsory transfer" ticket.

Mr Richard Rieger, ILTA secretary, said his association was not prepared to negotiate with the ILEA as long as there was the threat of compulsory transfer.

In his circular Mr Jarvis praised the ILEA for offering a package of educational improvements in return for ILTA's co-operation on redeploy-

ment. It included a guarantee that no jobs would be lost overall this year and an offer to talk about the feasibility of a voluntary redeployment scheme next year.

An NUT spokeswoman said members who took unofficial action risked disciplinary proceedings.

A spokesman at ILEA said talks had begun on redeployment with the previous officials of ILTA last December and a timetable had been agreed. Teachers would be offered two jobs before being declared "super-numerary" which allows them to remain in their school for an extra year.

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## PLATFORM

## If you want to get a head...

Sir Keith Joseph's proposals for headteacher training, with the establishment of a national centre and a regional support network, have escaped significant comment and are, so far, bereft of the criticism which almost all of the Secretary of State's policies invite.

There are those who would argue, mainly from experience of having attended management training programmes for heads, that good headteachers are born and not made.

For others, watching someone else do it is the only way in which the trade of headship can be learned - which is dispiriting for those learning from heads who have palpably so little to offer. But this particular version of the "heredity" versus "environment" debate is ultimately sterile and this article is aimed at those who believe that headteachers can be developed through effective off-the-job experiences.

There is no universal consensus about the criteria by which "successful" schools are measured. During the past 10 years there has been increasing emphasis on education management, and the management of the educational institution in particular. But this is an infant field of study in Britain and has not yet developed distinctive perspectives or an accepted body of research and expertise. Competing for dominance of emphasis are the theories and models of industrial management, the esoteric transatlantic approaches to the study of "educational administration" (which have doubtful relevance), and the technocratic world of public administration.

However, there is a certain consensus which holds that a key factor in a school's success is the head's leadership. This is seen as a God-given talent, but given the relatively small budget for the national exercise, one of which we are not to get too much. Consideration of its content becomes rather urgent, particularly in the light of the evaluation of the Northern Ireland Department of Education's management training programmes. After two years this is considered to have had disappointingly little impact on the participants' schools.

As there is no agreement as to what constitutes a successful head it is unlikely that there would be any consensus on the appropriate training and development processes through which either an aspirant head should progress, or an existing head benefit. Nor is there agreement as to the principles underlying the tasks and functions of headteachers, which might provide insights into the necessary content of management education. Notions of effectiveness, efficiency, planned change and the development of staff and curricula pervade current programmes, without



In the absence of any satisfactory conventional management models for the training of heads, Lynton Gray and Ian Watt offer some suggestions.

necessarily invoking an acknowledging response in practitioners. In part the problem lies in the jargon of management training, with its theories drawn largely from the American business schools and sociology and psychology departments. More importantly, the idea of training headteachers is inappropriate because it is too late. A much stronger case can be made for training deputy heads and heads of department. Once a selection committee has signified a candidate's suitability, competence and experience by making the offer of a headship, there is little incentive (other than survival) thereafter to seek training for that position, or to modify behaviour within it.

Current courses for headteachers often properly provide opportunities for sharing problems and seeking solace and reinforcement from fellow professionals. However, headship can be a lonely activity, and such courses can, too easily, become refuges where bruised egos can be massaged, and the day-to-day stresses of running a school be temporarily left behind. Further, and crucially, little is done to ensure knowledge and skill transfer to the school: the training experience can occur in a vacuum, and even where subsequent application does occur, frequently be inappropriate.

The DES has, however, made its allocation for headteacher training, and designated a national centre and a network of regional centres to promote such training. The centres are presumably expected to provide opportunities for heads to develop ways to improve their schools.

At the same time, perhaps the powers announced in the White Paper, *Teaching Quality*, for enforcing DES approval of the content of initial teaching training might also be applied to headship training programmes. However, the Department may be ambivalent in its own attitudes as to what constitutes appropriate management and management training.

In looking for a focus for headteacher training, a lot of attention has been given to the importance of industry

training, smaller classes and more curricular and extra-curricular opportunities - require substantial financial resources. The modest sums allocated for headteacher training are likely to have little or no impact in these areas.

So what would the return on this investment be? Well, for a start, like other managers, heads have to work through other people (the training implications of which is sometimes overlooked) but unlike other professionals, headteachers before they are appointed may well have had only limited experience of working through others because even quite senior staff in large secondary schools spend most of their days working primarily and directly with children, rather than with other adults.

Teachers are distinct from other professionals in the small proportion of their working lives spent in direct contact with other adults. Consideration of the particular capabilities required from those aspects of a headteacher's work might provide one focus for headteacher training.

There are no recipes for building and leading effective teams of competent, well-motivated and soundly-supported professionals in education or elsewhere. However, there are training and developmental activities which can contribute. A major task of the headteacher training initiative must surely be to identify those activities which seem most productive.

A school's "success" is exceedingly difficult to define. Output measures such as examination results and places in higher education are largely attributable to factors outside the school. The perceptions of pupils, parents, the local community, politicians and local authority officers are all important in shaping the image of a school's success or otherwise. This places heavy responsibilities upon the head in ensuring that these images are as positive as is possible.

So another dimension for a training initiative might focus on possibly neglected aspects of marketing and public relations. Here industrial experience might well be of interest to the education service, offering one possible use for links with firms.

The traditional industrial divisions between design, production and marketing might not directly apply to the schools, but some of the principles, linkages and processes could well assist heads in a re-examination of their

schools' achievements in these areas, and of their own contributions towards them.

In proposing these major themes for headteacher training, we are not overlooking the more technical aspects of a head's work, and the resulting training implications. We are concerned, however, that the national initiative should do more than provide the means for developing some greater technical competence in a selected group of the country's headteachers. It should also promote a more positive image for schools and the education service generally.

We believe the national initiative should reflect five main considerations in the training. First, as there is no generally acceptable body of knowledge offering a theoretical base for such training, it needs to involve heads in the generation and development of a possible, British-derived body of experience in which theory and practice stimulate each other.

Second, such training should be firmly and directly focused upon the improvement needs of schools. This low priority should be given to the direct relief of headteacher stress and the provision of educational quality of weight-watches' clubs. The training should involve the management team, not just the headteacher, and there should be strong emphasis on the application of the training to the school's activities.

Third, the training should take the form of action research, focusing both on the internal improvement of the school, working through the school staff, and on the external image of the school, as perceived by clients, administrators and politicians.

Fourth, useful links with local industries, businesses, and other agencies should be encouraged, where these bodies are seen to have practical and developments which bear directly on the school's research.

And, lastly, the demonstrable improvements arising from the action research and related initiatives should be monitored, publicized, and used to develop criteria for the evaluation of both effective headship and effective headteacher training.

Lynton Gray and Ian Watt are members of the Education Management Division, Anglian Regional Management Centre, North-East London Polytechnic.

## The 1983 meeting of THE BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

University of Sussex

Education Section: August 23-26

President Stuart MacLure CBE, Editor of The Times Educational Supplement.

"GROWING UP IN THE 1980s"



LECTURES INCLUDE:  
Presidential address  
TUESDAY AUGUST 23  
Unemployment - curse or liberation?  
Professor Mary Jahoda, Science Policy Unit, University of Sussex.  
Disruptive pupils - disruptive schools  
David Stead, Goldsmiths' College, London  
Multi-ethnic issues in the 1980s  
Carlton Duncan, Headmaster, Wyke Manor Upper School, Bradford

WEDNESDAY AUGUST 24  
Linking work with school  
Professor John Eggleston, University of Keele.  
The Challenge of the 80s - the pursuit of equality  
Roy Hattersley MP  
Come for all or part. Residential accommodation available. Write for details Miss J. H. Dine, BAAS, 23 Saville Row London W1X 1AB; (01-734 6010)

THURSDAY AUGUST 25  
Learning to do unpredictable work - a training perspective  
16-19  
F. C. Hayes, Institute of Manpower Studies  
Curriculum Development  
19 - an educational perspective  
Robert Aitken, Director of Education, Coventry  
Aspects of the 80s - a perspective  
A programme of documentary films introduced by John Miller of TV South.  
Childrest and audio-visual media  
Carol Lorac and Michael Weiss, Brighton Polytechnic  
FRIDAY AUGUST 26  
Educational games  
A workshop session to explore the social and educational impact of role-playing and computer games

## NUT attacks Teaching Quality White Paper

The National Union of Teachers is "deeply disappointed" with the White Paper, *Teaching Quality*, published by the Government in March, Bert Lodge writes.

It is a recipe for creating a "static, fragmented and submissive teaching force," says the union in its response today.

Sir Keith Joseph, Education Secretary, is criticized for making little attempt to consult teacher associations about the best way to improve the quality of teaching. Instead, he has preferred to take on an authoritarian role and impose change from the top. Even recommendations to which the NUT can give some support are not accompanied by a commitment from the Government to provide the extra funding to realize them.

The union cites induction programmes for beginners and in-service courses. Teachers can only take part if they are released from normal duties and this requires supply teachers or a higher staffing level. "But the White Paper refuses to allow for either."

Instead a continued contraction of the teaching force is assumed and one section of the White Paper outlines for authorities how to ensure this. More use of short-term contracts, early retirement, compulsory re-deployment and redundancy are suggested.

Moving teachers to meet short-term needs is strongly disapproved of. This reduces professional commitment and the stability of teacher-pupil relations. One of the main concerns is the effect of shifting the emphasis in teacher training away from the BEd to the postgraduate certificate of education. This, together with a closer requirement that students should train to teach a particular age group, will lead to a two-tier profession.

"The BEd route into teaching will be mainly restricted to primary teaching with secondary teaching being prepared predominantly via the PGCE route." Together with the call for more subject specialism during training the total result will be a profession increasingly fragmented. The assumption in the White Paper

that every teacher should be a subject specialist is singled out for particular criticism. Teachers need a whole range of skills which will make them "facilitators and managers of learning... in this definition of competence the need for detailed subject knowledge is not a top priority."

The White Paper underestimates how many teachers will be needed. This is because it underestimates the importance of having in school more from those groups that are outside the compulsory age range, the under fives and the 16-19s.

In contrast to the NUT, the Association of County Councils welcomes the White Paper, particularly for recommending regular redeployment of staff.

The counties share the NUT's belief that the mismatch of teacher to subject taught is over-emphasized and wrongly attributed. It arises from the employer putting the personal qualities of the teacher first and therefore getting a less than perfect match.

Liz Heron reports on the latest recommendations to beat sex bias in science, and visits a school putting some of them into effect.

## Striking the right balance in the lab...



Science for girls under examination

An estimated 85 per cent of girls leave school with only minimal knowledge of physics and chemistry, and the general increase in take-up of science subjects over the 1970s mostly came from boys. Yet there is no evidence that girls lack the necessary ability.

A new Schools Council report looks at what lies behind girls' low participation in this area and puts forward recommendations to counter sex-bias and to attract more girls to science and related topics. These range from the need for teachers to revise their expectation of girls' achievement so that they can give them positive encouragement, to science for all and special courses for girls in the 16-19 age group.

Jan Harding, of the Centre for Science and Mathematics Education of Chelsea College, who wrote the report, says that many teachers have contacted her expressing concern and interest in boosting girls' participation in science, but few schools and local authorities give support to the positive programmes she suggests. She believes the paucity of resources is partly to blame.

One school that does have a firm commitment to such approaches is

Kidbrooke School in south London. Kidbrooke is unusually placed to monitor girls' progress in the sciences, from both the perspective of the single-sex school and of the mixed school. It was a girls' school until 1980 when it began a gradual intake of boys. The first three years now have pupils of both sexes.

As a consequence, Kidbrooke is among that 2 per cent of mixed schools with a female head, Isabel Shepherdson, who feels she can make a great difference in the equality stakes. Her own views on the relative benefits of single-sex and mixed schools have been altered during the change-over. Although girls tend to fare better academically - particularly in such subjects as the sciences - at single-sex schools, she now believes that mixed schools are better in the long-run for both girls and boys, since sexism can be actively taken on.

Kidbrooke's approach to science teaching is part of the school's general policy on equal opportunities, and this is an emphasis which similarly runs through Jan Harding's report. "Before we went mixed we were geared to making sure the girls didn't lose out, although we must be very careful that boys' interests are served," says Isabel Shepherdson.

Benefiting from all this research and inquiry that's gone on over the last 20 years, we were forewarned about the tendencies that could develop in mixed teaching, so we thought we wouldn't fall into the same traps. But we did."

It was, she says, a revelation to discover that despite deliberate efforts to the contrary, classroom monitoring and observation showed that discriminatory patterns were emerging. Teachers found that they were spending more lesson-time with boys than girls, in response to their greater demands for attention.

The reasons were plain enough in a second year science class I watched at work. While most of the girls concentrated quietly and intently on the practical task in hand, a number of boys made their presence felt more strongly by being noisy and occupying more space. The ways in which the "hidden curriculum" reinforces these patterns of behaviour through classroom arrangements is highlighted in the report.

But the science department at Kidbrooke is aware of all these problems. Strategies for giving more encouragement to girls are discussed at departmental meetings. In order to improve availability to individual pupils the department is planning for groups of 21 to 24 in first and second years, rather than the present 30, and it has built in an extra eight hours' teaching time so that classes can sometimes be taught with two teachers *in situ*. In practice the science teacher shortage sometimes intervenes and waylays these good intentions.

## Secret talks on merger of five colleges

Plans to form an East London polytechnic from five separate institutions have been discussed at secret meetings attended by vice-chancellors and top-level representatives of the University Grants Committee and the National Advisory Body.

Meetings at officer level are continuing to consider in more detail the potential united future for City University, two London University colleges - Queen Mary College and Goldsmiths' - Thames Polytechnic and Avery Hill college.

But the initial meetings to ponder what would be the largest polytechnic proposal so far, were at the highest level and included two vice-chancellors: the host, London University vice-chancellor Professor Randolph Quirk, and City University's Dr Raoul Franklin.

With them were the Inner London Education Authority's two most senior officers in further and higher education: Mr William Stubbs, Education Officer, and Mr Philip Hunter, deputy education officer (F and HE). The chairman of the F and HE subcommittee of ILEA - which

manages Thames Polytechnic and Avery Hill - Mr Neil Fletcher, was also there.

Mr Christopher Ball, chairman of NAB, and Professor Keith Clayton, vice-chairman of the UGC, also attended at least one of the meetings which have so far taken place.

There are three strands to the talks: discussion between the parties as to the desirability and feasibility of a single institution, a re-think about the polytechnic and advanced further education distribution around London; and within the university only, the best solution for Goldsmiths' and Queen Mary College.

But the talks show a marked willingness to look for solutions that cross the binary line. There are now a number of examples, the Ulster merger between the university and the polytechnic, and the discussions between Aberdeen University and the Robert Gordon Institute of Technology.

The UGC has been watching with interest these developments although they do not have a specific policy to encourage or discourage. The NAB too is keeping a watching brief. - THES

Third years are introduced to physics and chemistry by the same teacher they have had for general science, and there is an effort to get away from the male-identified image of the physical sciences by deploying women teachers there as much as possible. Three out of the four female teachers teach physics.

With just under 1700 pupils, the school has the advantage of flexibility when planning fourth year timetables, so that the choice of science subjects need not clash with other popular options. Pupils can do up to three sciences in the fourth years.

In the process of making option choices pupils are given intensive counselling. Isabel Shepherdson describes it as "a very careful and structured advice system which makes sure that 80 per cent of girls do a science subject". Career advice to third years is given over several sessions individually.

The science department also aims to give pupils the fullest possible information about which kinds of jobs

require science qualification and which kinds of work or study it would be difficult to pursue without them.

This concern relates to the point the report makes about how boys tend to overestimate the usefulness of science to their futures while girls underestimate the value of the physical sciences to occupations such as nursing or catering.

Last year Kidbrooke ran a day conference on "Gender and Schooling" with specialist speakers. One of the women teachers who organized it called for long-term monitoring of what goes on in the classroom. "It would mean teachers would be doing their own in-service training" she said. From the evidence of the report that seems to be an essential starting-point.

*Switched Off: The Science Education of Girls* by Jan Harding. Published for the Schools Council by Longman. Available from Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP. £1.95.

## The report recommends:

- Teachers should include practical, everyday issues in science lessons to make the subject more attractive to girls.
- Teachers should recognize that girls are usually disadvantaged by lack of familiarity with electrical and mechanical toys, and with an assumption that science is a boys' subject.
- Boys and girls should be allowed to work in same-sex groups within mixed-sex classes.
- Pupils should be given better advice on subject choices in the fourth and fifth years.
- Special remedial science clinics should be set up to help girls who are intimidated by male-dominated classrooms.
- Primary schools should view hostile behaviour among girls as being as much of a problem as disruptive behaviour among boys.
- Local authorities should defend an adequate level of science in schools.



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# Open enrolment, son of vouchers?

The Government is eyeing the progress of a scheme for widening parental choice under way in Kent, which is becoming a testbed for Tory education ideas. Biddy Passmore reports.

Now that Mrs Thatcher has hammered the final nail into the coffin of a voucher scheme, ministers and their advisers at the Department of Education are turning their minds to other ways of extending parental choice.

After years of deliberations on vouchers and a mountain of paperwork by officials, the Prime Minister last week made it clear that she had backed off from the idea because she thinks it would be unworkable. "We have had a look at it," she said in a newspaper interview. "We simply cannot operate it. The administrative consequences would be colossal."

The manifesto commitment remains, however, to "continue to seek ways of widening parental choice and influence over their children's schooling." These might include expanding the Assisted Places Scheme, or setting up a parallel scheme aimed at a special group like deprived children.

Another possibility would be to give school governors more power. Ministers could decide to delegate more financial control to governors, or set a deadline by which all governing bodies must include parents, or even increase the required number of parents on the governing body.

But Sir Keith Joseph, Minister of Education, is the open enrolment scheme operated by Kent County

Council. He is known to be watching it carefully to see if other authorities could be encouraged to follow suit.

Open enrolment was pioneered by Mr John Barnes, until recently chairman of the county's education committee and a keen advocate of vouchers. He devised a limited scheme under which the council allows popular schools to expand by up to one form of entry (30 pupils) to meet parental demand. Schools whose entry falls below 60 pupils two years running face closure.

The scheme started up last year in the selective divisions of Tonbridge and Tunbridge Wells in West Kent and has been extended this year to secondary modern schools in the Medway division. In both areas, disputes have arisen over proposed school closures because of falling rolls so the county decided, in effect, to keep the schools open and let market forces decide.

Despite some nervousness on the part of schools, the West Kent scheme was a qualified success in its first year. Four schools - two grammar and two secondary modern - admitted 30 more pupils than their planned admission limit. Even though nearly 100 parents failed to get their children into their first choice, the voluntary-aided Judd School, Tonbridge, and the voluntary-aided St John's School, Tunbridge Wells, both seemed satisfied that the council was doing what it could to meet demand. There were no appeals over school allocations in West Kent last year.



Will open enrolment give parents more say?

This year, however, schools have started to balk at the implications. The Judd for instance, coping with the increase from three to four forms of entry last year with the help of a mobile classroom and an extra teacher. But the governing body - on which Mr Barnes sits - decided this year that its site simply would not permit it to do the same again.

Governors of the Tonbridge Girls' Grammar School, which expanded last year from four to five forms of entry, also expressed concern about

the effects and were planning to return to their original admissions limit. But Mr Bill McNeill, the new chairman of the education committee, persuaded them to continue with the experiment for one more year.

Schools in the Medway division have been cautious from the start. In fact, only two of the eight schools involved were over-subscribed this year but only one - Christchurch - is planning to admit an extra 30 pupils. Governors of the most popular school, Chatham South, which was over-subscribed by 90 pupils, appealed to the education committee and have now been allowed to keep to their original intake.

"We saw the school going from 600 to 700 pupils", Mr Donald Smyth, the head said. "Really, neither the site nor the buildings are big enough. And the staff, governors and parents didn't wish it to become a large school. About 600 pupils is somewhere near the limit of knowing people in a school."

In all, only three schools will actually be admitting extra pupils this autumn and they do not include the two most heavily over-subscribed. As an experiment with parental choice, the scheme is seriously flawed.

As a means of demonstrating schools' popularity, however, it has proved very useful. What John Barnes saw as a forerunner of vouchers appears, under Kent's pragmatic education chairman, Mr McNeill, to have become a management tool. "It is a guide to judgment", he said this week. "If we've got to close schools we want to be absolutely certain we're closing the right ones."

At a meeting of the education committee last week, a heated debate took place on the basis of a report setting out the scheme's progress, with both Labour and moderate Tory councillors expressing their opposition.

Mr Frank Parker, a Labour councillor, said this week the report was "self-condemning" because it showed the scheme's bad effects on both popular and unpopular schools.

"In the least preferred, teachers are beginning to feel uneasy and we start looking around for other jobs. Who will apply for posts in a school destined for closure? And is it most preferred, we have reached a limit on the number of classrooms that can be fitted on to the premises. Parents are becoming disaffected because they were offered a great extension of freedom and choice."

Mr Peter Heath, a Tory councillor and long-standing opponent of the scheme, pointed out at the committee meeting that it was wasting money by keeping far too many surplus places open.

But Mr McNeill said this week: "It costs very little to add a mobile or add one teacher for a year. Open enrolment, as opposed to a voucher scheme, is a very low-cost exercise which avoids taking the wrong decisions too quickly."

The scheme would be kept under constant review and there would be a complete reappraisal in the autumn. He had never intended open enrolment to run for more than two years in one area.

Thus open enrolment seems to have served its purpose in the areas (although it may not yet be able to guide closure decisions in other parts of the county). Parker who voted with their feet in West Kent and Medway will see their proposals translated into proposals to close and amalgamate schools.

And one or two of the most popular schools, like the Judd and Tonbridge Girls' Grammar may be themselves able to expand into nearby premises of schools to close.

Whether the procedure will all protests has yet to be seen. Parents will, in the end, have some say.

Carolyn O'Grady reports on teachers' criticism of sex and violence in prime-time TV series

## A dim view of the popular programmes

The Kenny Everett TV Show and Dallas are two series strongly criticized by a group of 15 teachers in a report published this week by the DES called *Popular TV and Schoolchildren*.

The report sets out the views of 15 teachers, ranging from heads to recent recruits, on values and images presented in popular evening BBC and ITV programmes who watched TV in the evenings during a 5-week period.

The report is an attempt to start a discussion between educators and broadcasters which the DES and the group hope will influence the content of programmes as it affects young people.

It also hopes it will help teachers gain a critical appreciation of television which they can pass on to young people. Broadcasters are criticized in the report for their indifference to the influence of their programmes on the lives of young people.

The study was commissioned by HM Inspectors, at the request of Sir Keith Joseph, Education Secretary. The group is not statistically representative and they do not try to assess the impact of programmes on children but to give their own views.

They looked at a wide range of subjects in 12 sections including violence, sex, racial discrimination, sexism and the attitude of the broadcasters.

Violence: The group says that "it is hard to take seriously, literally, the physical violence in light entertainment, but they found that in two cases the presentation of physical violence was 'unacceptable'." The first "in the casual linking of violence with sex" in *The Kenny Everett TV Show*, and the second the "ambivalent and apparently self-indulgent attitude shown to scenes of torture and brutality in *Whoops Apocalypse*."

"Of equal concern is the emotional violence of *Dallas* in which human beings and their feelings are ruthlessly manipulated in the pursuit of wealth and power."

Sex: *Dallas* is also criticised for its attitude to sex ("sexual intercourse seemed an extension of business practice") as is "the heavy reliance on sexual innuendo in *The Kenny Everett TV Show*, which is scheduled 'at a



Dallas - "emotional violence"



Kenny Everett - "violence with sex"

time when many people must have been watching with their families". Attitudes to authority: "Television presents a varied and confusing set of messages about authority and the viability of challenge."

The police: *Of Minder* and some other series, the report says that "the people (and other representatives of law and order who appear in the programmes) are often corrupt, nasty, ineffectual and irrelevant."

News and current affairs: "What is important is that young people are able to see and understand how television selects and allots priorities to the news it decides to broadcast." Young people should be able to differentiate between contrasting elements of style and realise the constraints and pressures on different sorts of news and magazine programmes.

Politics and politicians: "The predominant impression offered to young people is that politicians and 'the system' are not to be trusted, that they do not care about society, that they are unsympathetic to the needs of the individual."

Old people, says the report, are considerably under-represented with "little sense that their age and experience are deserving of attention or respect". Children and teenagers: "The main image... emerging during the viewing period is one of trouble and conflict."

cord evening television programmes for subsequent education use in the classroom is a considerable handicap. Specialist courses in media studies are not enough: all teachers should be involved in examining and discussing television programmes with young people."

Children's comments: These are often used to support the teachers' views: "Violence is now another word for entertainment", "I like it because he acts so cool... I would like to have his money as well as his power too." Often, however, they illustrate an entirely different viewpoint: of the *Kenny Everett TV Show*: "I like this programme because he isn't afraid to say anything, he just comes out with it," or of *Minder*, which is criticised in the report: "I think I'm going to be a minder who minds people who are told."

Mr Alastair Milne, director general of the BBC connected. "We have discussed the report *Popular TV and School Children* with senior Government ministers and have noted the points made in it."

A spokesman for the Independent Broadcasting Authority said they would be studying the report before making any comment. But added: "After 9pm, we believe the responsibility for viewing by children is with parents."

## New watchdog on training courses

by Bert Lodge

A national committee to inspect the professional content of all teacher training courses will be launched next January.

Sir Keith Joseph, Education Secretary, is expected to give his formal approval of the idea some time in autumn, following recommendations that will reach him next month from the main committee of the Advisory Committee on the Supply and Education of Teachers.

A sub-committee specializing in teacher training is meeting today to draft the advice.

Academic validation will still remain the responsibility of the universities or, for the public sector, the CNA.

Teacher unions are generally in favour of the idea provided there is

adequate teacher representation. Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters and Union of Women Teachers, said this week that at least it would discharge one of the functions of a General Teachers' Council.

The need for a committee on this scale is emphasized by the decision of Sir Keith to establish criteria for student teacher courses. The ACSET teacher-training sub-committee has already said, "We consider it essential that the criteria be applied consistently across all training courses in universities and in public sector institutions."

Though the public sector will not demur at this, the reaction in the 29 university departments of education

will vary. Sir Keith can be counted upon to want a strong Inspectorate element included.

Traditionally the inspectors have visited university departments by invitation only and not very often. They have remained restricted by a "concordat" agreed in 1960 which also specifically excluded an inspector watching a lecturer at work.

Yet as Professor John Eggleston, head of Keele University department of education, pointed out (TES, January 14) some university education departments, keen to have their work recognized, have recently made HM Inspectors very welcome. This can only strengthen the case for the Inspectorate to visit such departments by right, as Sir Keith is known to want.

## Resistance grows to bus seat-share ban

by Sarah Bayliss

A change in school transport regulations which would stop children having to share seats on buses is being fiercely resisted on grounds of cost by the Association of County Councils.

Several councils which carry children from rural areas to school have said the change would add thousands of pounds to existing transport bills. They say they have a good safety record and that the proposal cannot be justified in terms of preventing accidents.

The change, proposed by the Department of Transport, would alter a longstanding rule which allows local authorities to insist that three pupils up to the age of 15 share two seats. Only children up to the age of 12 should be required to share seats in this way, says the DoT.

"The proposal has arisen purely on grounds of safety," said a DoT spokesman. Complaints had been received from the general public and from parents over a period of years but concern was growing.

"These days 15-year-olds can be the size of adults and in some cases they are refusing to share seats. Drivers then have difficulties with teenagers wandering about while the buses are moving," he said.

The DoT has included the proposal in a package of changes to public service-transport regulations and a consultation exercise has just ended.

In its response the ACC expressed "total opposition" to the scheme. "We had an unprecedented response from many members all giving the thumbs down," said a spokesman.

In Cornwall, the annual school transport bill would rise from £3.25m to £3.5m if all children over the age of 12 were given their own seat. In Bedfordshire, the bill would rise from £2.67m to almost £3m.

Devon, which transports 100,000 pupils a day and which already has a massive bill of £6.3m, says it would rise by £550,000. All three councils claim never to have had "accidents attributable to overcrowding."

This week a Devon spokesman said some parents had in the past objected to children sharing seats and the county had adjusted its policy accordingly. No children were expected to share seats on double-decker buses and a maximum number of passengers was set for other buses lower than the legal maximum.

"We believe our present policy is quite generous. We do not want to spend any more money on buses at a time when we are doing our best to save money in response to government pressure."

Mrs Molly Stiles, national co-ordinator of the National Association for the Support of Small Schools, said she had welcomed the DoT's move and had said so in a written submission.

"It's high time these regulations were changed not least because children must be so uncomfortable and given all the stuff they have to carry and from school."

The Royal Society for the Prevention of Accidents said it had consulted but it would welcome change.

## The committee line-up

The members of the committee were: Mrs Beverley Anderson, head, Bernwood First School, Oxford; Mr David Baggey, head, Bolton School, Bolton; Mr Dennis Bevan, head, Rose Hill Day Special School, Warndon, Worcester; Mr George Donaldson, Archbishop Michael Ramsey C of E Secondary School, London SE5; Mrs Helen Firth, Stanton County Primary School, Stanton, Suffolk; Mrs Sharon Goddard, Birley High School, Hulme, Manchester; Mr Michael Harris, The Hayes Primary School, Kenley, Surrey; Mrs Moll Hyare, Thomas Gray Language Centre, Slough, Berks; Mrs Adri Kent, Herne Bay Secondary School, Herne Bay, Kent; Mrs Glenda King, Holy Trinity C of E MAJ School, London SE1; Mrs Jill Oldham, Farnham Secondary School, Woking, Surrey; Mrs David Voller, Tulsebrook School and Community College, Tulsebrook, Devon; Mrs Enid Western, head, Easton C of E Infants' School, Bristol; Mrs Betty Williams, teacher key worker, Beaufort County Primary School, Liverpool 8; and Mr Ian Young, head, Hedworthfield Secondary School, South Tyneside.

## Staff find new ways to cope with pressures

by Diane Spencer

Long cycle rides, bellringing, badminton or "using a friend as verbal punchbag" are some of the ways used by teachers in special schools to cope with stress at work.

A survey of about 220 teachers and care staff in special schools by Dr Jack Dunham of Bath University's Psychology Department showed that staff were suffering from increasingly heavy demands.

"They may be caused by the unpredictable, depressing, disruptive and violent behaviour of some of the children, poor working conditions, communication difficulties with colleagues and external agencies' with incompetent management," he said.

Special Education, Forward Trends, June 1983 NCSE, 1 Wood Street, Stratford-upon-Avon, Warwickshire.

## Grants increase

All grants for the estimated 13,200 students holding postgraduate studenthips will rise by between £70 and £115 from September, the Department of Education has announced. For those living away from home and studying in London, the grant will increase from £2,880 to £2,995; elsewhere for those living away from home, from £2,335 to £2,430; and for those living at home, from £1,705 to £1,775.

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## Mixing art and science

Much of what passes for school technology is nothing of the sort, Sir Joseph Pope, former vice-chancellor of Aston University, said at a seminar in Nottingham last week.

The seminar, organized by the East Midlands branch of the British Association for the Advancement of Science, heard that many schools were involved in science projects of great ingenuity and creative thinking. But technology was not just science bent towards product applications, but a combination of art and science. There was as much art in good design as there was science.

The string and mallet was approach of many projects was technology for the inventor, but, technology was about programming from the prototype stage to a final reliable product.

"It is how objects are constructed and manufactured to survive in this environment which is all-important, and it must be included early in any technology syllabus. This is the 'art' of technology and, like all art, it cannot be taught by chalk and talk but only be learnt by example."

Sir Joseph was commenting on an experiment involving several schools and his own firm TecQuipment, during which pupils dismantled, studied and reassembled various engineering components.

One lesson from the experiment was that it will be inconvenient to integrate a real technology course properly into the existing science organization. It will also cost more than most traditional school subjects. But if technology was essential for industrial survival, then any incoherence had to be overcome.

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## New policy sought on bilingual classes

by Diane Spencer

The Schools Council is calling for a coordinated policy on bilingual education in primary schools from the Department of Education and Science and local education authorities.

In a report published today, the council says at least 100 mother tongues are spoken every day in the nation's classrooms.

Eighteen reasons why children's bilingualism should be supported are listed in the report. They include: helping to fight racism, increasing language awareness and self-confidence, and strengthening school and community links.

The report also looks at current practice and thinking in the field of mother tongue teaching and sets out the issues which schools and education authorities should examine when formulating policy.

"It is not a definitive statement on the subject, but rather a resource for

colleagues who are beginning to consider the type of supportive structure that can be provided to assist teachers in taking greater account of the language skills which their children possess, but which can easily be left at the school gates".

The report advises schools to foster links with centres organized by local communities to teach mother tongues as they contain a considerable pool of bilingual expertise.

Teachers should also take more account of the views of ethnic groups and parents, it says. "No doubt in many schools this liaison will require extreme professional sensitivity if the all-round benefits of recognizing linguistic diversity are to be fully understood."

The authors, David Houlton and Richard Willey, call for reforms in both initial and in-service training to help teachers develop bilingual



Mother-tongue teaching: a sensitive approach needed

teaching skills.

"All teachers, regardless of the range of their own language knowledge, have an important role to play in giving recognition and support to the language that their children bring to

school," they say.

Supporting children's bilingualism, David Houlton and Richard Willey, Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP, £1.75.

## Ombudsman dismisses parent's complaint against DES

by Sarah Bayliss

The Parliamentary Ombudsman has refused to consider a maladministration charge brought against the Department of Education by a middle school parent.

Sir Cecil Clothier, who received the complaint from Mr Leslie Stratta, a parent in Hereford and Worcester, has said there is no prima facie evidence against the DES. "I have had to conclude that this is not a case in which I can be of assistance," he states in a letter to Mr Michael Spicer, MP, who referred the case.

But Mr Stratta, who sent a 22-page dossier to Sir Cecil detailing his charge that the DES had failed to act properly in handling an investigation into St Barnabas Middle School, Daresbury, Cheshire, has now asked the Ombudsman to reconsider his decision.

Mr Stratta's charge against the DES was significant since it represented the final stages of a parent's complaint against a local authority under Sections 68 and 99 of the 1944 Education Act. Earlier this year, in an article in *The TES*, Mr Stratta claimed the Government was paying only 1p a week to parents' rights and that there was heavily biased against parents in favour of I.E.A.s.

Two years ago Mr Stratta, a lecturer in English at Birmingham University, Education Department, made a formal complaint to Sir Keith Joseph, the Education Secretary, about conditions at St Barnabas school, where his son, James, was a pupil. He alleged that because of poor staffing levels the county was failing in its duty to provide an adequate education for James. He also claimed that health and safety regulations were being broken in overcrowded craft lessons.

Last December, following an HMI report on the school, Sir Keith rejected Mr Stratta's complaint. Hereford and Worcester was not falling in its duty, he said.

However, according to Mr Stratta the DES itself had acted improperly. Evidence had been ignored, important questions unanswered and, he said, the DES had ignored an 18-month period when the problems at the school were most serious.

In his response the Ombudsman states: "Mr Stratta alleges that the Department failed to ask the I.E.A. a number of important questions. But the Secretary of State's role is not to act as an arbitrator between parents and the I.E.A., but simply to determine whether in his view the authority has behaved unreasonably. And, as I found in another case which I recently investigated, the checking of every last point is not critical to this process. 'Given the restricted nature of the Secretary of State's power to intervene I see no basis on which I could justifiably seek to fault the Department's actions on this central aspect of Mr Stratta's complaint.'"

He adds that the responses of his office are "not unlimited" and that therefore an inquiry into the "ancillary aspects" of the case would not be justified.

In response to Sir Cecil, Mr Stratta has said he believes the Education Secretary can sometimes be in the role of an arbitrator between parents and I.E.A.s. He is also "puzzled" that the Ombudsman has not taken account of "glaring omissions" in the DES evidence.

Complaints to the Parliamentary Ombudsman alleging maladministration by the DES are relatively rare. According to the 1982 annual report of the Parliamentary Commissioner for the Environment, 11 per cent of the total 11 complaints were against the DES. Five of the 11 were accepted for investigation, two of which were upheld.

## Victorian building sets problems for school's staff

by Biddy Passmore

Teachers have to contend with a gloomy and unsuitable Victorian building at Burton County Primary School, HM Inspectorate reports this week.

The school, which serves two isolated villages in Norfolk, has three classrooms for its 48 pupils: one large, one small and one that doubles as the canteen. The last, which has been used as a classroom for more than 20 years (and is now used for the infant/reception class) has "stark lighting, unlined echoing walls and lino-plastic floor", the report says.

Other physical disadvantages are: the headteacher and part-time clerical assistant have to use a tiny alcove as an office; there is no staff room or staff lavatory; pupils' lavatories are a few steps from the main building; the entrance hall is dark and the badly decorated cloakroom is lit by a naked light bulb.

"The children are to be congratulated on taking care of a rather dingy building", the inspectors remark.

They praise the school's three full-time staff for creating a "workmanlike atmosphere" under such conditions and for teaching a wide range of subjects, including science. But they suggest more might be achieved if they stopped restricting each teacher to her own class for most of the week and re-grouped pupils according to ability for some lessons.

The report also finds fault with "excessively didactic teaching". In some curricular areas, it says, the work is conceived as "the learning of facts". It singles out work in the infant department as in urgent need of reorganization because it does not match the children's needs.

Low standards in reading were noted at the infant stage, although "an acceptable standard of proficiency is eventually reached" - and the same is true of writing. In mathematics, children are asked to do formal sums too early.

At Maclesfield Broken Cross Junior School, in Cheshire, staff have already identified their own priorities and are working on them, another report shows. The staff and their 188 pupils get on well and more and more parents are regularly involved in the school's work.

Agreed guidelines in maths and English have led to well planned and generally satisfactory work although there is still a tendency - especially in English - to rely too much on formal exercises unrelated to needs. In other subjects, notably topic work, it is frequently radio, television and text-books rather than the teacher which determine the content. The inspectors suggest greater selectivity in the use of television.

Art and craft work is currently undervalued but a member of the staff has recently been appointed to take responsibility for developing it, as part of a reorganization of scaled posts.

## The glitter of litter . . .

A litter-conscious Berkshire primary school is to pick up a very important piece of paper next week - the Queen Mother's Birthday Award.

Lamb's Lane primary school, Reading, is to receive the commendation certificate, which rewards outstanding effort in promoting environmental improvement, from Mr Patrick Jenkin, the Environment Secretary, in London's Guildhall.

The annual ceremony is organized by the Keep Britain Tidy Group, and this time there are 38 award winners. The other recipients from the education world are Mr Trevor Dixon, environmental studies lecturer at Buckinghamshire College of Higher

Education; Mr Graham Hawkins, head of the Humanities Faculty at Helenswood School, Hastings; and Dr Brian Hill, head of Brighton Polytechnic's Language Centre.

One of the award winners will be presented with the top overall prize - but the identity of the winner will not be revealed until next Wednesday.

Lamb's Lane school has carried out a number of environmental projects in the past year, but one of the most ambitious of them required senior children to visit local shopkeepers to discuss the town's litter problem. They also conducted a "sources of litter" survey.

Bert Lodge reports on the latest example of statistical miscalculation creating instability in the planning of teacher supply

## Back to the drawing board

Observers of Government planning of teacher supply will not have been surprised by the announcement (TES, June 17) that a scheme to transfer 2,000 teachers annually from secondary to primary schools in the late 1980s has been dropped.

The Advisory Committee on the Supply and Education of Teachers, headed by Sir Keith Joseph, has now decided to drop the scheme. The projections of demand for new entrant teachers.

Even the DES's best friends would have to admit that over the past five or six years instability in the planning of teacher education has been a recurrent feature. For example, the mammoth closure of nearly half the teacher training institutions in 1977 which went from accommodating 100,000 students to a mere 45,000 proved to be inaccurate in scale. Hence the need to close a further 16 institutions last year.

This followed the recognition in 1980 that instead of this 17,000 new teachers a year said to be needed in the early 1980s the figure was more likely to be 9,000 to 10,000.

In 1981 the civil servants produced their customary three forecasts - high, middle and low - which showed that this year there would be either 3,700 primary vacancies or just 69.

As late as May last year ACSET was still advised that the number would be



about 3,500. The figure was recently revised to 2,500.

But it has to be said that the DES is dependent on a notoriously inexact science: the forecasting of how many babies will be born each year for a period of years.

Now the latest figures suggest that the readiness to switch a whole battalion of teachers to another sector will

no longer be necessary.

The starting point was new projections of births prepared by the Government Actuary's Department in consultation with the Office of Population Censuses and Surveys and made available in March. Children born about now are the primary school population of the late 1980s, the years when it was thought the transfer plan would have to be implemented.

Future births depend on the number of women of child-bearing age (fairly easy to calculate) and the fertility rate (not so easy). From about 1977 to last year the fertility rate averaged around 1.8 children per woman. On the longer perspective this is low - about 2.1 is needed to sustain a stable population over the long term.

This was one of the factors governing the projection by the Government Actuary in 1979 of the fertility rate rising to 2.1 by the late 1980s. In fact it did rise to 1.9 but the following year it fell again to 1.8.

However, together with other factors DES statisticians still reckoned that by 1987 just under 13,000 primary teachers' vacancies would exist rising to 17,500 by 1989. But the latest figures show that the fertility rate fell again to 1.77 last year.

Nearly 9,000 fewer babies were born in 1982 than in 1981. And the current Government Actuary's projection, as yet unpublished, reckons it will be 1984 before the fertility rate begins to pick up and will not reach 1.9 before the late 1980s.

So, on the basis of the 1982 returns

the DES has revised its projection of future vacancies for primary teachers. In 1989 we shall now need only 14,000 or 3,500 fewer than was estimated last year.

Though changes in the estimated pupil population are the main reason behind the change of plan there are other factors. One which could only lead to a lessening of the crisis in primary teacher supply by quickening "new blood" into the schools was the decision of the Secretary of State last autumn to increase the number of primary training places this year onwards from 5,570 to over 8,000.

Another is the proportion of jobs which will go to re-entrants has also to be an estimate and, indeed, has been a point of dispute between the committee and DES advisers. At one time 40 per cent was as much as the members would accept but in the latest projections they are assumed to take 50 per cent of vacancies.

Even so, however fine the Government's tuning of the production system, it is the consumers, the local authorities, who have the say in how many from the PIT (pool of inactive teachers) they will welcome back.

Teacher stock is another factor to have a bearing on future vacancies. The latest public expenditure White Paper which came out in February gave a higher base of 427,000 for 1984 with a slightly improved teacher-pupil ratio than last year's White Paper on which the ACSET advice was based. As a result the present teacher stock projection is higher by about 10,000 teachers than ACSET assumed last year.

Teacher wastage, however, is another notoriously unstable factor. Age distribution of the force, take-up of early retirement, employment prospects outside teaching and, fertility, all play a part.

In fact the 1982 ACSET forecast of 8,000 premature retirements this year seems likely to be exceeded by more than 1,000. As first the primary then the secondary teacher force ceases to contract the wastage is likely to fall but then the increasing ageing of the teaching force may be a counter-factor.

Despite the abandonment of the transfer plan, hundreds of transfers a year will probably still take place because they do every year: well over 4,000 in 1974-75, as middle schools were gathering a momentum, and now about 1,000 a year.

As the latest ACSET paper points out, "HMT advise that there are at least some teachers now working in secondary schools for whom such a transfer might be professionally desirable."

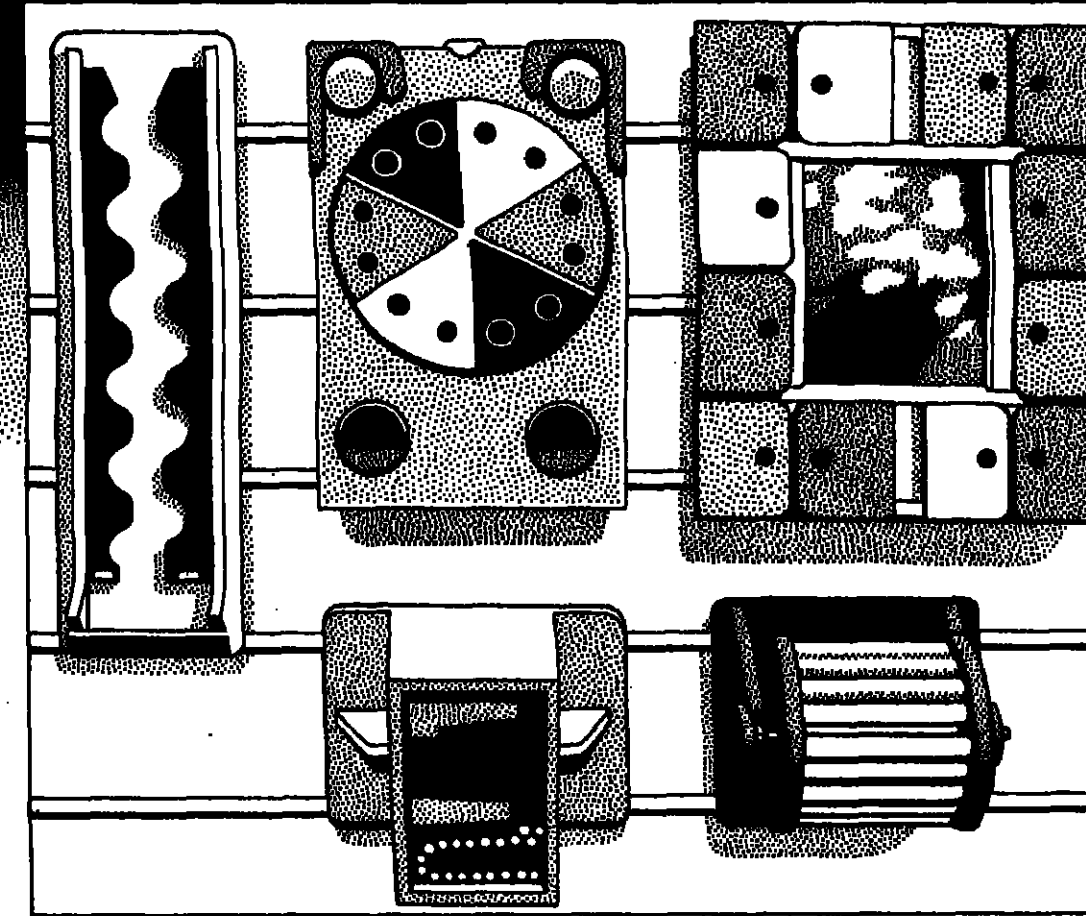
## Special Education in Scotland

With the introduction on January 1 of the new regulations governing special education, there is an urgent need for all teachers to become more familiar with the challenges of teaching handicapped children. In the ordinary classroom as well as in special schools and classes.

During January, *The Times Educational Supplement* Scotland published a series of articles on special education; how individual authorities are reacting to the new regulations; how parents are coping; a case study of an individual school; the implications for teacher training. These have now been reprinted in a six-page format and are available for 50p each (including postage) from the address below.

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## NEWS

## Anxiety over poor attendance among travelling families

# Too many 'gypsy' children miss school, warns HMI report

Far too many children of travelling families are missing out on going to school, a report by Her Majesty's Inspectorate warns.

Only about half of the 12,000 to 15,000 school-aged traveller children in England attend primary school. And of those only a very small proportion attend regularly.

Possibly as few as 1 in 10 of secondary-age children are thought to be registered at school, and their attendance is barely satisfactory. Yet many traveller parents – the term covers gypsies, Irish and Scottish tinkers, and circus people – want education for their children, says the report.

Teachers often stress how clean, tidy and courteous traveller children are.

While the ability of gypsy children is often assessed by teachers as low to

average, the number of notable exceptions should encourage teachers to avoid low expectations or stereotyping, says the report.

The inspectors say too many parents, pupils, local authorities and teachers feel that secondary education, at least after the age of 13, is irrelevant to the needs of traveller children.

The report blames lack of attendance on the failure to encourage traveller parents to send their children to school by some authorities, and the unwillingness of some schools to accept the children.

But the report emphasizes that much progress has been made in the last 15 years in providing education for traveller children.

*The Education of Travellers' Children: An HMI Discussion Document; Department of Education and Science.*

## Boys with a booming spare-time business

Three enterprising sixth-formers have turned their hobby into a fully-fledged computer software company.

Brothers Leslie and David Baxter and their classmate Shaun Oates of Ridley High School, Blyth, Northumberland, are the directors of Bob Soft, a business they set up in partnership with their teacher, Andrew Thomas.

They design and market educational computer software on cassette for children encountering computers for the first time.

The boys have won a software design competition with their first effort, a series of tapes for pre-school children. Their cash prize was invested in their current project – another educational series, aimed at five and six-year-olds.

The idea of forming the company came to the boys during the evening computer course run by Mr Thomas. They were helped by teachers at their school who had established similar ventures.



Keyboard meeting: company directors Leslie and David Baxter with Shaun Oates (right)

Other pupils have become interested and already one senior economics class wants to study the company's marketing aspects.

Even so, Bob Soft will remain "purely a pleasure time activity", Mr

Thomas said.

"We never set out to make money out of computers – that's for the video games experts. Our aim was to fill a gap. We saw that there was nothing in this market for younger children."

## Sutton defers merger decision

by Sarah Bayliss

Protesters in the London borough of Sutton have won a deferment of the merger of an adult education centre and a further education college.

An alternative proposal which would involve some economies but which would retain the independence of Sutton College of Liberal Arts is to be explored.

Sutton's education committee received 66 written objections to the proposal which would have made SCOLA a department of the Carshalton College of Further Education from September.

One of the main objections was the timing of the proposal. Staff and students said there had been too little warning and that the timetable for change was rushed and unreasonable.

SCOLA, which opened nine years ago as a pioneering adult centre, has suffered several financial crises. These culminated earlier this year in the principal, Mr Peter Batten, accepting early retirement after a row with governors about levels of fees.

Then during the Easter vacation, with no prior consultation, Sutton's education chairman suggested SCOLA should be absorbed into the further education sector, by the au-

thorised term.

The governors of the further education college which would receive SCOLA as part of its establishment gave the only favourable response to the suggestion. However, they also drew attention to the need to "safeguard" adult provision in the borough.

The education committee agreed to extend what had been a six-week consultation period until late September. It also agreed that officers should explore one of three options suggested by the acting principal to avoid a merger.

This option estimates that savings of £30,000 – the target sought by the local education authority – could be made by internal reorganization rather than a radical amalgamation. It would mean changing senior responsibilities and leaving vacant at least two top jobs.

Mrs Mavis Peart, a teacher in a neighbouring authority and new chairman of education in Sutton, said, "We have taken up the acting principal's suggestion that we could keep SCOLA as an independent institution on a reduced staffing level."

Another suggestion was to establish a trust to run SCOLA. This was

rejected by the committee on the grounds that Sutton L.E.A. had statutory responsibilities towards adult education which it wanted to fulfil and control to some extent.

Mrs Peart, who is also a governor of SCOLA, added that funding had been increased from £300,000 to £375,000 this year and that there would be no organizational changes in the autumn term.

Mr Ken Addy, a 69-year-old student and a student representative welcomed the deferment. "We are out of the fire yet but at least we have a breathing space. It gives us a decent amount of time to present our case and for the full implications of any change to be explored."

One of the objections expressed by students at SCOLA is that adult and further education have quite different objectives, catering for different age groups. In adult classes there was less emphasis on exams and qualifications and more attention to the social and practical aspects of learning, said Mr Addy.

SCOLA's future will be discussed by the education committee again in September.

## Colleges urged to take more mature students

Britain's colleges and universities should offer a better deal to self-taught students, according to a new report.

The report, published by the Open University, says it is "disturbing but true" that there is no single university or college in the country with a specific policy to consider such people for admission.

As a result, mature students without the usual "paper qualifications" make up only a tiny proportion of those entering further education establishments each year.

*Curriculum Opportunity*, compiled by Mr Norman Evans, a senior fellow of the Policy Studies Institute, points out that many adults who missed out on higher education in their earlier years may be well qualified for a second chance, because of experience in other fields.

"People learn from the experience of doing a job and, for some now, the experience of not finding a job," says

Mr Evans.

In many cases these people could now cope with a university degree course, he adds.

Mr Evans claims only 4.6 per cent of a recent 110,000 batch of students entering further education were mature people without all the usual entrance requirements.

Although many institutions accept mature students, whether qualified or not, a clearly defined policy should be adopted to encourage them, he says.

But Mr Evans admits: "Reserving places for unqualified applicants would form positive discrimination. And, clearly, institutions would have to consider whether they should take such a stance."

"Initiatives on this whole issue are there to be taken. It is all a matter of the will to act," he says.

The Further Education Unit was founded by the Department of Education and Science and aims to promote and develop the further education system.

## Hitech boost for graduates

by Biddy Passmore

Employment prospects for graduates are improving – at least in the information technology and telecommunications industries.

*Graduate Post*, which is published by the Department of Employment's Professional and Executive Register, says that about 500 graduates are being recruited this year by three top computing companies – ICL, IBM and Digital Equipment Corporation.

And, while the lucky graduates will face stiff competition for the jobs, they do not need to have computer science degrees. "In fact", says *Graduate Post*, "there is one school of thought within the industry which believes that computer science graduates are suitable for research and development but should be avoided anywhere else."

Opportunities exist for people combining traditional skills in electronics engineering with a knowledge of computing, it says.

## NEWS

## Sets blamed for apathy in the face of a 'girls' subject'

# A language problem for boys

by Nick Wood

Schools bear a heavy responsibility for the growing apathy towards foreign languages among boys, according to new research to be published shortly. By dividing pupils into sets as early as possible – often by the end of the first term at a comprehensive – they unwittingly create the impression that languages are a "girls' subject".

The conclusion is based on figures compiled by Mr Robert Powell, a lecturer in education at Bath University, who has surveyed the setting policies of 60 local schools.

On average, girls outnumber boys two to one in the top set – a sex ratio that is exactly reversed at the bottom. But in some schools this "alarming imbalance" is much worse. Mr Powell came across one where there were 25 girls and just two boys in the top set and several others with five girls for every boy.

He believes it is no accident that this initial imbalance between the sexes is maintained throughout secondary schooling and in public exam entries where, at CSE and O level, there are now three girl candidates for every two boys.

"If setting is rigidly applied and not



Boys turned off foreign languages

reappraised you are likely to prevent a potentially able linguist – more often a boy than a girl – from gaining a sense of achievement in modern languages and making it more likely he will drop the subject completely," Mr Powell said.

"Able and middle of the road boys are being turned off the subject. Picture yourself as an able boy – in the

top sets for other subjects – but in the third or fourth set for French. Either you'll think the subject is too difficult or that it's not a subject for boys."

Mr Powell acknowledges that there are often good reasons for selecting girls for the top sets in languages. Research shows that they have a more positive attitude towards the subject and their greater emotional, physical

and cognitive maturity gives them an edge over boys in the early years of secondary school, particularly in languages where the self-confidence to contribute to class discussions is a key factor in establishing teachers' assessments of ability.

But he believes such considerations should be set against the broader goal of achieving a "balanced" curriculum for all pupils. Language teachers need to "tackle the problem of mixed ability teaching" and to substitute banding for setting, especially in the three years before the option stage.

Mr Powell, however, shied away from advocating positive discrimination in favour of boys – a step taken by a handful of the schools in his survey.

A spokesman for the Equal Opportunities Commission said: "We would like to see schools look at the way they organize the teaching of exam subjects so that no particular sex is disadvantaged, whether it's maths, languages or science."

"If boys do find themselves at a disadvantage because of teachers' bias this is the other side of the coin of what girls experience in maths and science. It gives added weight to what we are saying about these subjects."

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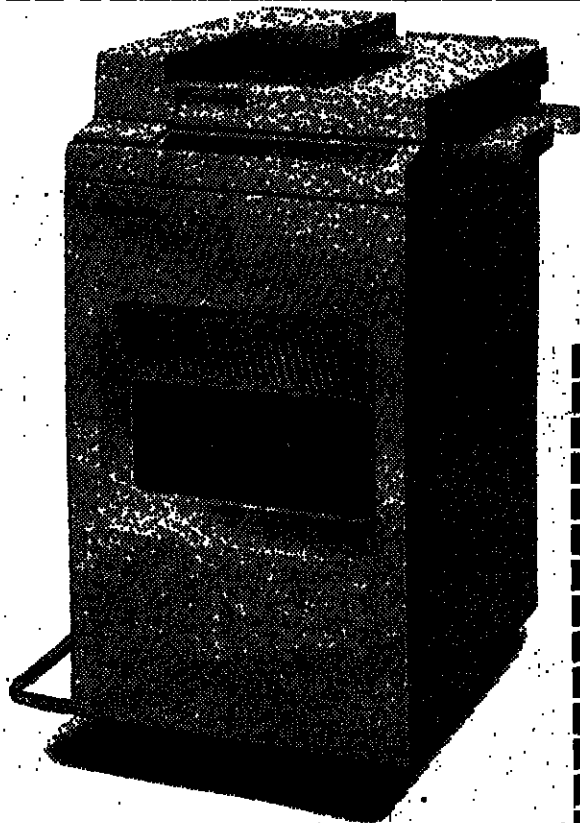
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## NEWS

# Report attacks ethnic language gap

by Bert Lodge

No institution in the country provides training to enable graduates in ethnic minority languages such as modern Greek or Gujarati to teach them in school, a survey has found.

In making sure students have some provision for working in multi-lingual classrooms, polytechnics are best, university schools of education are worst, with colleges in between.

So scattered is the provision of language training for those who work among ethnic minorities that directors of university schools of education and heads of polytechnic departments should attend weekend courses together to work out how existing resources can be shared, the report suggests.

Other recommendations include the setting up of a national working party and the promotion of existing "access" courses, which enable ethnic minority members to become teachers, to the level of attracting a mandatory grant.

The survey was carried out under

the direction of Professor Maurice Craft, dean of Nottingham University Faculty of Education, for the Swann Committee, currently inquiring into the education of children from ethnic minority groups.

The report refers to the directive from the European Economic Commission in 1977 that such children should receive some instruction in the classroom in their mother tongue.

Yet, says the report, "nowhere in England and Wales can a graduate in ethnic minority community languages such as Turkish, Greek, Chinese, Arabic, Portuguese or any Asian language obtain an appropriate training for teaching."

Within BEC courses, provision is even worse. "Very little modern language work is taking place and 75 per cent of such students are studying French as an academic subject." Only 12 BEC students are studying German although 10 students in a single institution are working on Asian languages.

While almost all institutions pro-

vide facilities for self-instruction in languages these are in modern European languages. "Only three provide opportunities in Asian languages."

The researchers found that over 70 per cent of 116 teacher training institutions claimed to "convey an awareness of dialect and language differences, an awareness of the existence and main characteristics of minority community language differences in Britain and an awareness of professional issues such as mother tongue teaching or bilingualism, in their PGCE or BEC courses."

Yet only a little more than half claimed to aim at developing minimal competencies for offering language support across the curriculum in linguistically-diverse schools. Even among those, fewer than one-third made it compulsory.

"This can hardly be thought an adequate response to the now widespread presence of ethnic minority children in the nation's school."

The report identifies a vicious circle in the production of teachers for the

minority languages: potential recruits must have the A levels to get to teacher training - the schools lack the staff to produce such A level qualified recruits - so the schools continue understaffed in this vital field.

To break the vicious circle the report suggests that native speakers without formal qualifications in the language, and who want to teach, could be used. Another solution would be to make a career of teaching community languages with the result of strengthening O and A level enrolments.

Finally the present "access" courses which recruit members of ethnic minorities and bring them up to a standard ready to embark on teacher training could be exalted by making them worthy of a mandatory grant.

Training teachers of ethnic minority community languages by Professor Maurice Craft and Dr Madeleine Atkins, Nottingham University School of Education.

## Dismissed teacher seeks inquiry



Mr Raymond Gray (pictured above) the former English teacher dismissed by Northamptonshire after alleged that teachers doctored coursework for a CSE exam in 1974, is to sue officials of the Department of Education and Science to press for an inquiry into his claims.

Sir Keith Joseph, the Education Secretary, told Mr Gray that the evidence submitted to him revealed no grounds for an inquiry. But he was prepared to review his decision in the light of any new material.

Mr Gray, who has supported his wife and five children on social security since losing his job eight years ago, said the invitation was "progressive indeed".

He will present the officials with statements from former pupils, claiming that their teachers broke the rules.

The authority and the East Midlands Regional Examinations Board have dismissed Mr Gray's appeals for an inquiry. They say that his charges were fully investigated at the time. The authority says that his dismissal was not connected with his allegations of cheating.

## 'Women only' engineering course gets under way

by Sarah Bayliss

An electronics course for women only will start in September at the Polytechnic of the South Bank in London.

The one-year course, which will have 20 places, is designed to encourage more women into engineering - there are only five among the 100 students on South Bank's BSc electronic engineering degree course.

Ms Margaret Jack, the polytechnic's deputy academic officer, said that women were often frightened of failure when they had to compete in traditionally male-dominated areas.

The course has already had a remarkable response from school leavers, although it has not yet been officially advertised.

The Inner London Education Authority has also responded, pledging £15,000 to create a new women's teaching post in engineering at the polytechnic.

The Government's information technology initiative is to fund the course, and student grants will be provided by the EEC Social Fund.

Candidates will be given tests in English and maths (mock tests are available at the open meetings) as well as being interviewed before they are accepted. The tests are not marked "pass" or "fail".

A lecturer explained that they are used to see where the student needs help to gain a place in a poly.

The entry procedure is crucial as once a student is accepted and fulfils the course requirements, he or she automatically moves on to a polytechnic course.

Students will be eligible for grants from the Inner London Education Authority provided they live in the area.

given the Government's manifesto commitments to limit council freedom to fix their own rate rises, and Sir Keith Joseph's firm intention to introduce education support grants in the next session of Parliament.

"In my short time at the centre there seems to be a tendency to consult less, to listen less and, perhaps worse, to assume that objectives will not be shared. There are so many examples - the capital controls of the 1980 Local Government Act, the proposal for higher education and the education block grant," he said.

Mr Stevenson described ways in which local government could deal with Whitehall. He advised against

tailoring comments on proposals "in the mistaken belief that one might otherwise upset those whose influence on future occasions will be important. We do a disservice not only to local government but to our partners in central government if we mislead them by promising to deliver what we can't achieve, or by failing to warn and point out the problems."

He was concerned that key people in individual authorities sometimes failed to lobby convincingly enough for the individual service. He said there was sometimes conflict between departments of state. "Allies can be found in unusual quarters," he said.

## Access courses to start

Yauxhall College of Further Education in south London is starting two "access" courses in September designed to give unqualified students from disadvantaged backgrounds a chance to link up with degree and diploma courses in neighbouring South Bank Polytechnic.

The general education department is launching a full-time one year course for about 20 students aged over 19 which will lead to a diploma course in building administration or civil engineering or a degree in town planning.

The business education department is offering an access course in law. Potential students have been invited to open evenings on June 22 and June 30.

Advisers voice concern over 'early hours' option for schools broadcasting

## Channel 4 likely choice for ITV's switch

by Frances Farrer

The ITV schools broadcasting service now looks more likely to move to Channel 4 than to the middle of the night - the two main options contained in a private Independent Broadcasting Authority paper (TES June 10).

Last week's meeting of IBA education advisers was alarmed by the idea of night broadcasting and refused to discuss it. The final decision is not theirs, but since other arguments against the move include the bad image it would create, and the high cost of night-time transmission, the night option is now thought to be dead.

This leaves the Channel 4 possibility as the stronger one. The larger TV companies tend to favour it because it would release about two and a half hours of ITV1 time every morning. This could be used to compete with BBC1. The BBC will move school broadcasts to BBC2 this autumn and it is widely thought they are planning to

extend their breakfast television lead.

If educational television does move to Channel 4, IBA advisers want the station to give guarantees of maintaining quality and of somehow incorporating regional programmes as ITV does now. At present Channel 4 will not commit itself but says it is seriously considering the matter.

The last, and least likely, possibility is the one which keeps things as they are. The smaller companies favour this since the release of two and half hours of morning time would cost them more than they can afford.

● The TES reported on June 10 that the BBC had already transferred much of its school radio output to night-time slots. In fact, 40 minutes of secondary programmes will be transmitted each week night from September 1983. The main part of the BBC School Radio output will continue to be broadcast during the day. No primary school programmes will be affected.

## Staff in protest over FE posts

by Diane Spencer

Lecturers at Norwich City College of Further and Higher Education are protesting at a lack of consultation over a major reorganization of the college's top jobs and departments.

Members of the college branch of the National Association of Teachers in Further and Higher Education want the union to start a dispute procedure against the local education authority as they claim that the college's articles of government have not been followed in appointing staff to the reorganized posts.

Mr John Tremaine, branch chairman, said the principal, Dr John Croft, had failed to consult staff on the changes, and the posts of two deans and six heads of schools should have been advertised. Instead eight out of 10 heads of department were offered the jobs and the others were offered enhanced retirement.

College staff were also concerned because Dr Croft had announced his retirement shortly after the reorganization. They felt that the changes should be postponed until a new principal had been appointed.

Mr Tremaine claimed that at every point the plans had been pushed through with "unseemly haste".

Dr Croft said the college's articles of government had been scrupulously followed and both NATFHE and NALGO representatives had been consulted.

Mr Michael Edwards, Norfolk's chief education officer, denied that there had been a breach of the rules. The governors of the college, which included members of NATFHE, had agreed to the reorganization, and discussions had been going on for more than a year.

## Jobs for the girls

Ten Stevenage schools are using the Manpower Services Commission's TVEI (Technological and Vocational Education Initiative) to encourage girls to embark on "male" careers. The schools will provide extra courses in seven subjects, ranging from computer studies and modular technology to engineering design and craft. Two girls' schools which previously had no craft or technology facilities are to receive specialized equipment for the courses.

Dr Ronald Wallace, the director of the project, sees it as "a significant shift in the direction of equality". There had been tremendous job losses in traditionally female employment areas and the Stevenage project wanted to open up new opportunities for girls. The new courses were already over-subscribed.

The Stevenage project is one of 14 TVEI schemes set up by the MSC which are due to start in September.

## £1m windfall

A businessman, Mr John James, has given £1m to provide scholarships and bursaries for poor children to attend independent schools in Bristol. Nine independent schools will get £100,000 each and extra £100,000 will go to a special associated educational trust.

## New branch

A new Welsh branch of the Association of Colleges of Further and Higher Education has been formed. It will be chaired by Mr Garth Jenkins, a county councillor of Pembrokeshire, Gwent, and convened by Mr Tom Edwards, principal of the Rhonda College of Further Education.

## Campus book

The latest Compendium of University Entrance Requirements for 1984-85, was published this week. From: Lund Humphries, The County Press, Drummond Rd, Bradford £7.50.



A London headmaster has promised to cycle 60 miles this weekend - to help his pupils pay for school outings. The 170 students at Clapham Manor School and their parents have vowed to sponsor headmaster Robert Brunning to the tune of 1p a mile.

Mr Brunning, 39, who cycles to school each day, will join a team of sponsored cyclists in a ride to Brighton on Sunday. He aims to raise at least £500 to help finance school trips to the theatre, museums and exhibitions.

"I was never a fund-raiser when I was a schoolboy - this seems to be a new phenomenon."

"However, the students are always doing these things, so for a change, I thought I would have a go".

## Warning of high divorce rate 'disaster'

One in six children will see their parents divorce before they reach 16, claims a leading Methodist clergyman.

The Rev Gordon Barrist, principal of the National Children's Home, said this week that Britain now has the highest divorce rate in Europe. "There is considerable evidence that it has a serious adverse effect on the majority of children". He called for greater effort from the Government and the Church to halt the disastrous increase in divorce.

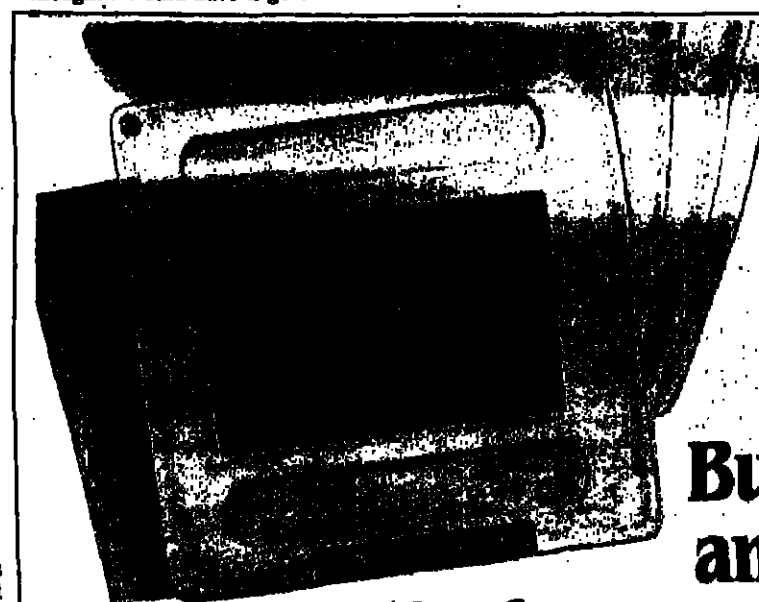
"Some recent research has shown that many children prefer an unhappy marriage to their parents' divorce", he said.

The National Children's Home cares for 6,000 children a year, and Mr Barrist said it was at the receiving end of tragically broken family life. Society, included the Church, responded too late to the needs of marriage, he said.

## Crime fight

Policemen should be allowed into the classroom to win over young people in the fight against crime, says Mr Ronald Darrington, chairman of West Yorkshire police committee.

He told police chiefs and local authority representatives at their joint conference in Eastbourne last week that children had to be drawn into the process of showing the community that the police were on their side.



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## SPORT

Last month Len Almond of Loughborough University argued that inter-school sports fixtures can impinge on the quality of physical education provided for the majority of pupils (TES, May 20). In this article, Mike Skinsley explains what happened after his PE department stopped running school teams...

## Why it doesn't pay to support the school team

Physical education teachers should see their job as having two distinct and separate roles; teaching in curriculum time, and extra-curricular activities.

The priority of time, effort and energy must be devoted to the planning, preparation and good teaching of PE to all pupils in timetabled curriculum time. Extra-curricular activities then become of secondary importance.

I am not against inter-school competition; indeed over the past 17 years I have held office in many local and county schools sports associations. However, over the past few years I have been questioning the time, effort and money which I have ploughed into school teams.

Before I stopped running school teams, I had to think through some of the likely implications. Many aspects of my philosophy, my work and my responsibilities would be affected and to embark upon this road of major change was a very serious undertaking.

Competition, I believe there has to be a place for competition to give the majority, if not all pupils, the opportunity to "belong" to a team, to experience success and defeat. In running school teams only a small proportion of pupils will be involved since many will be in more than one team.

Many of these pupils, those talented all round sportsmen, are likely to be involved in out of school teams as well. Some of my boys regularly play three or four football matches each weekend.

What then is the point of the school team? (I bonus myself for asking this question). In my opinion, it is probably playing too much anyway? I began to feel that I should be using my extra-curricular time for the benefit of a greater number and variety of pupils than I had involved in the past.

The introduction of extra inter-school competition has led to an overall increase in pupil participation in teams and not a decrease. Inter-tutor group "7s" competitions in

Only a small proportion of pupils are ever involved in team matches for the best athletes inevitably represent the school in more than one sport.

each year group now involve up to 70 pupils per sport compared to the maximum of 25 when I turned out two football teams per year group. This is in addition to the normal inter-house competitions which have been running for years.

The advantage now is that I can organize these competitions whenever they best fit into my annual curriculum and sports plan and need not be influenced by external sources.

I have not abandoned all school teams entirely; I am still entering some of the knock-out competitions in football and cricket, for instance. I will also enter individuals into trials or competitions where I know they are likely to do well, thereby providing the opportunity for pupils to achieve local, county, regional or even national recognition. Other pupils who want more regular participation are actively encouraged to join local, non-school teams.

Using resources material which have built up of local sports associations, pupils can find out details of who runs the junior sections of most sports clubs and where they may be contacted. One can be critical of the way in which some of these non-school teams are handled but if I know of a badly-run organization I simply would not recommend it to my pupils.

Use of Facilities. With so few school games or training sessions my facilities became virtually free all

week. So I decided to adopt the "sports centre" attitude and allow the facilities to be "booked" by pupils or staff. Obviously activities such as swimming or gymnastics can only be booked by staff, but I saw no reason why the small sports hall could not be used by pupils playing basketball, football or even indoor cricket (with a tennis ball) without the 100 per cent presence of a member of staff.

**Perhaps a better use of staff would be to persuade nearby schools to abandon fixtures and establish mini-centres of sporting excellence.**

The conditions are simply that the pupils must wear kit, that they respect the facilities and equipment, and that they behave themselves and pack up at a certain time and return that equipment. I place a maximum number of pupils according to the activity and do not allow any non-participating spectators.

The demand outweighed the time available. Extraordinary groups emerged like the fourth-year remedials who insisted on playing football against the second year. I had never had time for badminton after school but the pupils asked for it, so I gave space for it and found

second-year boys playing against sixth-form girls umpired by a fifth-year boy.

Both these examples are situations which I would never have created before but they are providing energetic, enjoyable, recreational and educational experiences for more pupils in a different (and better) way than before.

Finance. To be fair to my pupils I must spend my capitation on all of them by providing enough good equipment to resource an exciting physical education curriculum. I should not be spending as much as 50 per cent of my capitation on transport or shirts for school teams nor spend every break for four years selling crisps to raise money for extra-curricular activities.

The Curriculum. I am the first to admit that I once bowed to the needs and timing of extra-curricular activities in the planning of my PE curriculum, but not any more. I used to have my cross country in mid-winter, just prior to the local and county championships, but for many of the children, particularly girls, the running in cold, wet muddy conditions did not appeal.

In my area it is also traditional that the curriculum is planned around the fixtures of rugby in the autumn term and soccer in the spring term. There is no sound educational reasoning behind this pattern as far as I can see. I have never felt that I could give my pupils a fair

deal with this system when the lengths of terms, conditions of fields and pitches and even the weather can be so very different.

A few years ago I put forward the idea to local heads of P.E. that the fixtures should be reversed occasionally since every year the soccer fixtures always extended into the summer term (an inevitability affecting a precious short enough summer term). The idea was thrown upon and needless to say never implemented.

How much better it would be to have the freedom and flexibility to teach activities when and where they could best benefit the pupils and the condition of the facilities. The cessation of inter-school fixtures has made it possible for this freedom to exist. So cross country occurs early in September and both football and rugby now occur in both winter terms.

Other benefits. I believe it is good that I can offer any pupil the opportunity to participate in an activity without restricting it to "school team only". What I teach in lessons should require further practice, but like any other subject, so why not let anyone return in their spare time to practice?

This system can also be more economic on staff time with one person perhaps supervising two activities. What I am trying to achieve is a team of interested staff providing a rota of supervised activities every lunch time and after school, making full use of every facility and covering most sporting activities. They would not be "baby minding" but able to provide coaching and instruction whenever necessary.

An extension, and perhaps better use of staff, would be to persuade nearby schools to abandon school fixtures and establish mini-centres of sporting excellence. Each school would offer expertise in staffing, equipment and facilities in only two or three sports, but would welcome pupils from any local school.

This idea may be a long way from reaching reality but for how long will, or can, schools maintain traditional fixtures. In the final analysis we have to ask ourselves what is more important - providing for all pupils a well-taught curriculum with additional opportunities to participate in a wide variety of activities or building up the kudos for oneself and/or the school based upon the reputation of the let XI?

Mike Skinsley is head of the PE faculty at Hartcliffe School, Bristol.



## SCHOOL TO WORK

## Leaflet in 'free labour' lure to the employers

A sales leaflet being sent to employers in the south of England seems to suggest that they can use YTS trainees as free labour without themselves having to train them on the job.

The leaflet is from a private training organization seeking work placements so that it can run profit-making schemes for the YTS.

The organization is the Hampshire-based Youth Training Resources which has been given Manpower Services Commission approval to manage three schemes for a total of 550 young school leavers in Hampshire and Kent.

The organization, run largely by former industrial training board staff, has won a considerable reputation for high-quality training in the pilot scheme it has been running during the past year.

The four-page leaflet, which carries the logos of the MSC and the YTS as well as the agency's name, tells employers that they can get the use of an extra worker and "off-load the man-

agement overhead on to YTR, leaving your own executives free to concentrate on managing the business."

It goes on to say: "For unemployed trainees you will get the use of a pair of hands free of staff costs... your managers are relieved of the burden of selection, testing, training, and administration, and so can devote their time to developing and running your business."

The leaflet includes a form on which the employer is asked to agree to

**Edited by Mark Jackson**

participate in a programme operated on behalf of local employers by YTR "in conjunction with the Manpower Services Commission". The form itself bears the MSC logo.

The leaflet aroused strong disquiet when its contents were disclosed by a careers officer at a meeting last week of London members of the National

Association of Careers and Guidance Teachers. Members said it confirmed their fears that employers would be able to use the YTS as a source of free labour.

Later in the week MSC chairman David Young told *The TES* that he found the wording "deplorable". He said: "That's not what the programme is about."

YTR's marketing controller, Mr Peter Steadon, said that he had written the leaflet, which was intended to sell the idea of participating in the scheme to small and medium sized employers who would not be able to cope with any substantial additional burdens.

"We certainly do not want to suggest it is a scheme of free labour, but we wanted to show employers the benefits of offering the hospitality of their organization to someone who is out of work."

Youth Training Resources' chief executive is Mr Nicholas Westbrook, who worked for the now-defunct Air Transport and Travel Industry Training Board. Training staff recruited largely from among his former colleagues at the board carry out most of the off the job training and education and are responsible for providing close support and counselling for youngsters while they are on work placements.

### How Will I Benefit?

For unemployed trainees you will get the use of a pair of hands free of staff costs and the opportunity to observe their performance over the work placement period with a view to possible permanent employment.

Your managers and supervisors are relieved of the burden of selection, testing, training and administration, and so can devote their time to developing and running your business.

### The controversial section of the leaflet

## Careers Diary



by Brian Heap

Many sixth-formers are now looking ahead to September 1984 when they have to enter teacher training courses. Recent estimates suggested a considerable demand for primary teachers by the end of the 1980s and a number of training colleges have therefore been told to increase the availability of primary places.

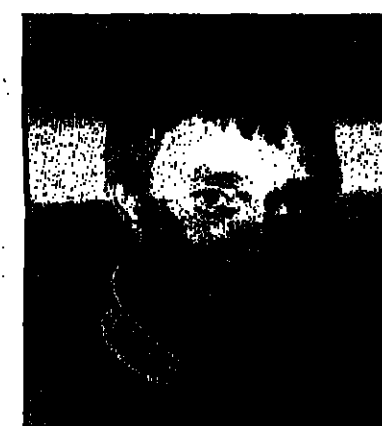
Secondary courses are, however, being cut and there is a general ruling that there will be no more secondary Bachelor of Education degree courses in art, English, geography, history, modern languages, sociology or social sciences.

Full details of all the changes can be obtained from the Central Register and Clearing House, 3 Crawford Place, London W1H 2BN. The following represent some of the major changes, however. At Birmingham Polytechnic no courses will be offered in physical education or human movement studies courses. Newman College, Birmingham, will now work in collaboration with Westhill College, sharing a common timetable and calendar.

Finally, no BEd courses are now available at Durham (New College), Manchester's De La Salle College, and the North Cheshire College, and also at the polytechnics at Huddersfield, Leicester, North Staffordshire (Macclesfield) and Teesside.

Those wishing to teach PE at secondary (BEd) level should note that courses are available at Bedford College of Higher Education, Brighton Polytechnic, St Paul/St Mary, Cheltenham, West Sussex Institute, Leeds Polytechnic, the I M Marsh site of Liverpool Polytechnic (women only), Avery Hill College, West London Institute and at St Mary's College, London. (In conjunction with maths, physics or religious education), St Mark/St John, Plymouth, and Sheffield City Polytechnic. University BEd courses in PE are also offered at Exeter, Loughborough and Warwick.

## YTS trainees obliged to buy tools



Vidal Sassoon... no decision yet at the salons

One firm, Graham Webb Ltd, whose head is a leading member of the association, said this week that it would require trainees to buy about £50 worth of equipment, including such items as a hair dryer and curling tongs. The money would be deducted from their pay over a period.

A member of the firm's headquarters staff, defending the practice, said the items would be supplied at trade

price and would be useful to the trainees: "It's equipment that will set them up for life," she claimed.

At Vidal Sassoon's, where, under the traditional training arrangements, youngsters have been made to pay around £100, for their equipment, Miss Sue Pegram, the personnel chief, said no final decision had been made about whether to apply the requirement to the 60 YTS trainees the company will be taking on this year.

But she pointed out that, unlike many of the smaller hairdressing firms, Sassoon's hopes to be able to keep on practically all the trainees as employees after their YTS year.

The British Association of Professional Hairdressers' Employers' scheme leaves firms free to make their own arrangements for the 13 weeks' off-the-job training and education which is mandatory for all YTS trainees, although it specifies the requirements closely.

While Sassoon's is using colleges, Graham Webb, which runs a small chain of salons in Kent, is providing the 13 weeks of training in its own centre, using a combination of its own staff and hired instructors. Graham Webb is also offering to take over the off-the-job training for other firms in the district.

## The new tech brings old board back

by Philip Venning

One of the oldest vocational examining bodies is operating busily in Britain again after an "exile" of more than 30 years. Its comeback is based on the booming demand for teachers of new office technology skills.

The Joint Examining Board for Teachers' Diplomas (not to be confused with the Joint Matriculation Board) has relaunched its operations in the UK with a series of exams in the field of new technology.

Offering one year part-time courses, it is filling the gap left by policy changes by the Royal Society of Arts. Its new diplomas in word processing has already attracted more than 250 candidates.

From July 1984 the JEB will be running two new exams in information processing, as well as a diploma in first level management for all teachers who want to improve their management skills.

Details from Joint Examining Board, Russell Cottage, Catterhall Lane, Godalming, Surrey.

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These birds are made for nesting... an enterprising pair of blackbirds brought us, and built their nest among the football boots in a staff changing room at Farnley High School, Woodbridge, Suffolk. The nest was discovered after a half-term holiday, and staff and pupils are tip-toeing around it until the four eggs are hatched.



## OVERSEAS

# The axeman goeth . . . enter Ronald Reagan new champion of reform

## UNITED STATES

**Peter David reports on a series of controversial speeches by the President which have thrown his political opponents into turmoil.**

The Reagan administration appears to have launched a vigorous campaign to portray the President as a leading champion of educational reform and to bury the memory of two years of relentless reductions in the Federal education budget.

In a whirlwind tour of several southern states last week, President Reagan called for higher pay for teachers, addressed a parent-teacher association meeting and was filmed reading extracts from *Macbeth* to a class of high school Shakespeare students.

Speaking in Tennessee, the President said that it was people of his own generation who had contributed to declining standards in today's schools. "It's not the kids' fault," he said, "it's the adults' fault."

The President's sudden espousal of education causes has infuriated—and, in some ways, outwitted—his Democratic opponents. At a hastily convened press conference on Capitol Hill, leading Democratic congressmen tried to "put the record straight" by reminding reporters of the administration's education cuts and its intention to close the department of education.

Democrat Paul Simon, chairman of the House of Representatives committee on postsecondary education, ridiculed the President's claim that he had not cut the education budget but merely slowed down the rate of increase. And he accused the administration of trying to gloss over a record of divisive policies designed to unravel a national consensus on education that had endured since the Eisenhower administration.

The President's policies have run the gamut from support for tax exemptions for richly discriminatory schools to the elimination of social security student benefits to sons and daughters of blind, disabled or deceased Americans," he said.

The violence of the Democratic counter-offensive can be traced to a growing fear that President Reagan has succeeded, through a sequence of deft manoeuvres, in snatching a political victory from the jaws of educational defeat.

Last month a major report commissioned by the administration shocked public opinion by declaring that schools were being swamped by mediocrity. The report, arguing that educational failure would imperil America's economy and national defence, called on the Federal Government to lead a programme of radical reforms.

At first, the President's political foes assumed that the tone of the report would embarrass an administration which had made little secret of the low priority it attached to education. The confidence of the Democrats was strengthened by Mr Reagan's immediate reaction to the report. At a White House ceremony he ignored its main recommendations and called for the closure of the education department, the rein-

roduction of school prayer and the establishment of tax credits for parents who send their children to private schools.

In subsequent weeks, however, the White House changed tack. Apparently advised by his pollsters that education could be a major election issue in 1984, the President has worked swiftly to nail his colours to the mast of educational reform. In a bewildering succession of speeches, Mr Reagan has embraced many of the recommendations proposed by the Commission on Education Excellence and forced the Democrats—and the teachers' unions—on to the defensive.

This has been achieved by stressing the administration's endorsement of one particularly popular suggestion in the report—the creation of an elite group of "master teachers" who would be paid well above the dismal salary rates available in the remainder of the profession.

Democratic spokesmen, particularly those seeking their party's nomination for next year's election race, have been unable to match the President's support of the master teacher idea for fear of antagonizing the teachers' unions, which are traditionally hostile to merit pay schemes. The National Education Association—the biggest teaching union—is a major force in the Democratic nominating process.

A second successful tactic adopted by the White House has been to highlight the report's view that substantial improvement of educational standards can be achieved without big spending increases, by reforming the curriculum and returning to academic basics. In one speech last week, the President said enough money was already being spent on schools, but the public was not receiving value for money from the teachers.

This tactic has outraged the Democrats. Representative Simon, at last week's press conference, said that few states would be able to implement the report's recommendations without a substantial financial help from the Federal Government.

The two biggest expenses would arise from recommendations to increase the school day to seven hours and increase the school year to 200 days. Other major expenses would be caused by recommendations for a more comprehensive curriculum and for raising teacher pay.

So far, the Democratic response has been handicapped by the fact that the party in the early stages of a battle to select a candidate to run against President Reagan, has been unable to form a united front.

The Democrat-controlled House of Representatives has, however, begun a drive to outflank the White House on the master teacher issue by setting up a special committee to review the entire issue of merit pay for teachers.



Liv Ullmann, UNICEF's first woman "goodwill ambassador", is pictured on a recent visit to Ecuador. Since taking up the voluntary post in 1980 she has visited children in need throughout the Third World, giving up a year of her acting career.

Last week she spoke in London about her experiences and explained the needs which UNICEF's programmes are

designed to meet, emphasizing in particular their provision of breast-feeding and oral rehydration therapy (combating diarrhoea in babies with salt and glucose) together these programmes could potentially save thousands of lives a day, she said.

This treatment was a "miracle": "It doesn't make headlines, but it should".

## Muddles and leaks galore

## FRANCE

**Anne Corbett discusses the problems besetting a major examination system.**

It was a sudden rush on the positive philosopher in the public library at Blois which first alerted the authorities. The *Baccalauréat* papers in philosophy in the region, due to be examined in June, were based on Auguste Comte, and such themes as "Is Desire a sign of Wretchedness of Man?"

This has been a particularly bad year for leaks, and for muddles in the *Baccalauréat*, the examination which is taken in the seventh year of secondary schooling in France, and which gives its holders the right to university education.

On the first day, 200 candidates in Paris had not been told which was their exam centre. Then the safe where exam papers were being stored was broken into in an agricultural lycée at Roanne, as well as the philosophy leaks at Blois.

It is not surprising when so much is at stake and when for many the lessons

they have learned best at school have been that getting bad marks is worse than cribbing or cheating.

The *Bac* is now taken by 40 per cent of the age group. Two thirds (ie 28 per cent of the age group) are likely to succeed. Twenty years ago the figure was 11 per cent. Ninety per cent of all those with the *Bac* go on to some form of higher education.

The pattern has evolved since it was established by Napoleon in 1808. It now exists in eight sections coded by the letters A to H ranging from the philosophy-literature-modern languages combinations through maths and sciences to three *Bacs* which are primarily technological. In each case candidates take at least five subjects.

But there is a clear cut hierarchy of the scheme. Top are the maths-based *Bacs* (the C series), which are usually a necessary preliminary for getting into the classes which prepare for *Grandes Ecoles* entrance. But emerging as a challenger is one which is geared to economics, maths and philosophy, favoured either because it can lead to the path to the top civil service, or top management or because (in the pupils' words) it is much more "cool". The literary-philosophy-modern languages com-

bination (the A series) continue to lose esteem.

The *Bac* has a predictably perverse effect on the curriculum philosophy of the first five years of secondary education, with anxious parents desperate to get their children into the schools which are known for their good results (these are over 80 per cent success rate at the top dozen Paris lycées, all of which are in the public sector). The schools in turn do not hesitate to take measures to ensure that their results remain good, making weak candidates leave, or repeat the year before the exam meaning that a number of candidates are 19.

French teachers and reformers have been complaining for years about the problems of a single exam designed as a leaving certificate for those who have reached the top classes of the school, and as an entry to higher education. There is a strong lobby for continuous assessment, led by Professor Antoine Prost, the chairman of a committee studying *lycée* reforms. But the minister of education, Alain Savary, has had enough on his plate so far without embroiling himself in an area which has already defeated numerous predecessors.

programme. Last year more than 9,000 students sat A level examinations in Kenya of which 6,000 qualified for a university place. But only half of these will get a place at the University of Nairobi and its constituent colleges.

It is estimated that by 1985 more than 12,000 students will be sitting for A levels and seeking a university place. The Government had hoped that, by building a second university, it would be able to absorb these numbers.

But it is now felt in Nairobi that the donor Western countries are not enthusiastic about such plans. This is not the first time Kenya has launched a postal correspondence education programme. Since the early seventies, the ministry of basic education which is in charge of primary school education, has been training teachers by correspondence.

Postal correspondence has been supplemented by radio lessons beamed to the countryside after classes at 4pm. The untrained teachers read their manuals and from the Institute of Education, answer to their radio lecturer, answer questions based on the two hand-picked back to the Institute. After four years study, they are issued with valid teaching certificates.

Irungu Ndungu

## OVERSEAS

# The grim battle for a balanced view of peace

## WEST GERMANY

**Susanah Kirkman reports on the division between the peace movement and the state.**

Alarmed by the growing strength of the country's peace movement (TES, June 10), conservative-ruled West German states are planning to make it compulsory for teachers to present serving in the armed force (*bundeswehr*) as a service for peace.

The right to be a conscientious objector is anchored in the Constitution, but education ministers of the conservative states insist that this is not an automatic alternative.

West Germany's coalition Government has already introduced stiffer selection tribunals for conscientious objectors.

Social Democrat state ministers have opposed the plans, saying that no single means of achieving peace should be promoted exclusively.

The largest teachers' union, the GEW, has completely rejected the proposals. "Teachers must be able to represent different points of view, otherwise it's indoctrination," commented a union spokesman.

The new guidelines could further endanger the jobs of teachers who support disarmament. In arch-conservative Bavaria, a peace campaigner has been without a teaching post for more than seven years because he belongs to the German Peace Federation. The southern German state



Violence at previous protests—more are planned

pursues a hard-line interpretation of the "benifisverbod" law, which says that public servants in West Germany must not hold "extremist" views. The regional government has argued that many members of the federation are communists.

Meanwhile, the peace movement has announced plans for what could be the country's biggest protest ever against missile deployment—a week of demonstrations, blockades and acts of civil disobedience to begin on October 15.

## Ideas-swap by computer

## EEC

European Community governments have given the go-ahead to a new series of EEC initiatives designed to promote the use of computers in education and vocational training.

Education officials in Brussels say that more than £8m could finally be allocated to the new schemes, which were given final approval by Common Market education and employment ministers meeting in Luxembourg.

As with most EEC education and training initiatives the Community dimension will consist mainly of providing facilities for the pooling of ideas and experience between member states. The main vehicle will be the establishment of a series of seminars and symposia as well as exchange visits.

These will focus on a number of specific aspects of the introduction of new technologies into the classroom including:

- how to familiarize pupils with new information technology and its effects;
- the possible consequences for teaching methods and organization;
- the potential contribution of new technologies for educating children with special needs;
- how to encourage greater participation by girls in subjects in which new information technology is used; and
- the relationship between education, vocational training and more advanced training in respect of continuity of use of new technologies.

Preparations for the separate programme on vocational training are to get underway immediately with an initial series of studies, meetings of national experts, and exchange visits between education officials and teachers already guaranteed Common Market funding for this year.

One of the key elements in this scheme will be the setting up of a number of demonstration projects.

Craig Anderson

## Success and psychology

## SOVIET UNION

A boost in the number of educational psychologists is expected as a result of research into the relationships between home conditions and school performance.

The research project that the Academy of Pedagogic Sciences has been conducting in a Moscow secondary school for the past year indicates that psychologists can help to improve pupils' performance by reducing conflict between children and parents.

The basis of the new policy is to attach psychologists to individual schools with the job of visiting parents and grandparents, especially where homes have been affected by divorce.

The academy admits that it is not always easy for outsiders to solve family squabbles but case histories suggest that the collection of data about family relations and hidden anxieties of pupils can provide a line of action for the school psychologists. Children can then be helped to widen their range of activities, find friends and improve their school work.

Personal contact and conversations with parents and children are essential in the work of psychologists, argues the academy's report. Sending letters home containing threats can do nothing but harm.

Building up the necessary trust for this kind of pastoral care so as to abolish the "upbringing from a distance" normally practised in Soviet school-home relations, will of course take time. One psychologist had to spend two years with one troubled child before making progress. The aim is to provide conditions in which children willingly visit the psychologist to discuss the problem.

Teachers are often incapable of advising pupils about personal problems, claims the academy, since they judge children mainly on their success or failure with school work.

Kenneth Shaw

# A comprehensive lack of appeal

## AUSTRIA

**Karl Gruber looks at the background to the failure of comprehensive reform.**

Comprehensive school reform has become a political taboo in Austria. During the recent election which cost Dr Bruno Kreisky's Socialist Government its absolute parliamentary majority and forced his successor, Mr Fred Sinowatz, the former Minister of Education into a coalition with the small Liberal Party, education was the non-issue of the campaign.

When the new Socialist Minister of Education was asked what he thought of comprehensive education he retreated to "a very personal, Utopian idea" beyond the chance of middle or even long range realization.

The listlessness among Austrian educationists results from last year's amendment to the 1962 Education Act which—by putting an end to the present programme of school experiments in 1985—has stamped out the last flickerings of the school reform spirit of the last decade and a half.

The rare sight of a Socialist government with an absolute majority in Parliament scrapping reform measures which have been an integral part of the party's programme for more than 50 years was a result of the Austrian requirement that education legislation, and therefore any kind of change, must have the

approval of a two-thirds majority. This gave the conservative People's Party a veto which it exercised in refusing to consent to prolonging the existing school experiments.

Worried about the worsening state of the economy, the Government did not want to antagonize the Opposition with a school reform which enjoyed only sporadic support by a press which is predominantly conservative on educational matters, the teachers' associations and the vast majority of parents.

The fact that the empirical research evidence was consistently favourable to the experimental comprehensive schools, and well withstood all accusations of being faulty or "rigged", made not the slightest difference.

In the foreseeable future Austria will go on to select "academic" pupils at the age of 10 for schools in which Latin will remain an "inalienable" element of the curriculum.



Dr Kreisky . . . lost majority

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## TALKBACK

## First encounters

JOHN GREENLEES

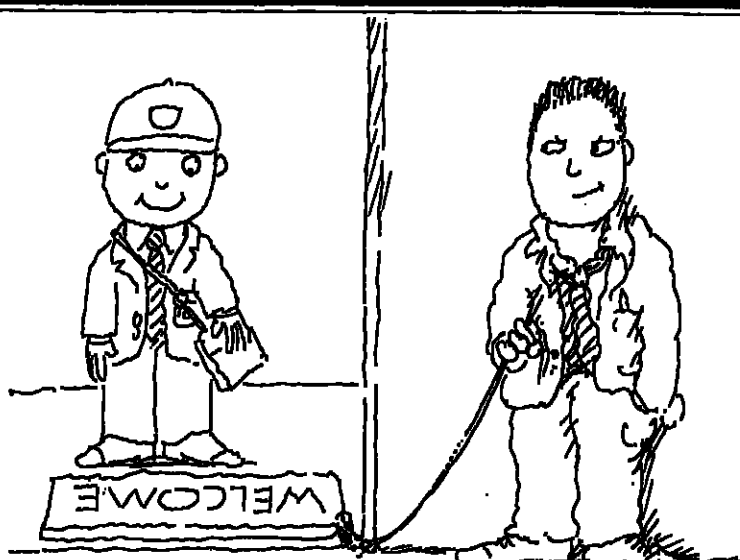
The change from primary school to secondary is a major one for the pupils concerned. From being big fish in a small pond their status is suddenly reduced to that of minnows in a rough and bewildering sea of new classmates, new teachers, new classrooms and new subjects.

Of course much is already done to ease the transfer with visits, liaison between the secondary school and feeder primary schools and opportunities for parents to meet the head teacher of the secondary school. A pupils' handbook helps this pro-

cess for it provides pupils with a collection of rules, guidelines, maps and notes about their new school. Presented in a bright and readable style it should emphasize the good things which pupils can look forward to: school trips, clubs and sports. Moreover, a handbook allows pupils to digest more easily all the new procedures and rules of the secondary school and shows them that an effort has been made to make them feel welcome.

Another idea is a video film of the secondary school. It could show the different subject areas as well as important places such as the assembly hall, the dining area, the offices and the library and outline the history of the school.

John Greenlees is a geography teacher at Westwood Secondary School, Glasgow.



## Chinese torture

JULIAN MAY

Most Chinese students rise early, at about 5.30, go for a run and do their exercises, have breakfast, and study for an hour before classes begin at 8 o'clock. After a few weeks working at a teacher training college in Henan Province I was used to waking to the sound of people running along the path outside. But suddenly the morning noises changed. People pounded past in large groups, someone keeping time with a whistle. Occasionally they raised a shout. I was told they were training for the sports meeting.

The day of the meeting came and everyone assembled at 7.30 for the opening ceremony, waiting patiently while red flags were distributed and the band organized itself. As a "foreign friend" I was asked to watch the proceedings from the podium with the party and college officials.

The ceremony began with the students marching around the track department by department, class by class, and divided by sex. It was the march-past rather than the races for which they had all trained so hard. As they approached the podium they started goose-stepping, eyes right, and shouted, as one man, slogans such as "Physical training to build our country". The competition was intense, each class striving to outdo the other in military precision. The teachers, too, competitive, walked past in regiments grinning sheepishly at their colleagues on the platform. We stood for the national anthem and the meeting opened.

Three collective callisthenics displays preceded the individual competition. The tannoy crackled and buzzed (China is festooned with sound systems, but none of them work properly) then burst into the familiar early morning exercise music. The limbs and bodies of thousands of students stretched and bent like a single machine. It was nauseating, but impressive.

Then came the children from the college kindergarten, in pink underwear and bows, with painted cheeks. The little ones were pulled along and pointed in the right direction by their teachers. One unfortunate child fell off his tiny chair, to the crowd's delight. Lastly the old people shook out their tired limbs in slow, rhythmic circular movements, and were cruelly parodied by the children behind.

The rest of the three-day meeting contrasted strongly with the formality of the opening. The first event was a walking race, once around the track for the old officials. A mild great cheer from the college president came home last. There were events for everyone; students, teachers, cooks, and cleaners. Supporters cheered their flagging friends with shouts of "Jiao! Jiao!" which literally means "more oil". And for the winners there were cups, not silver ones that gleam dust then be returned, but big enamel mugs, decorated with flowers, with lids to keep and drink tea from.

Julian May teaches English at the Xin Xiang Teachers College, China.

Heather Wardlaw is warden of Gillingham Teachers' Centre. Copies of the booklet are available from N.A.T.E. Head Office, 49 Bromsgrove Road, Sheffield, S10 2NA, price £1.

Julian May teaches English at the Xin Xiang Teachers College, China.

male... "red tab" Levi, Pringle, Nike trainers, Farrah, Fred Perry, and Lacoste. The girls, meanwhile, are more concerned about the seating arrangements in the coach and in establishing a pecking order as to who will sleep in whose room.

But at each of our schools, as the pupils clamber aboard their coaches, nerves or even panic may enter the teacher's soul... Did I put those compasses and clipboards in? Tissues? Disinfectant? A vomit? Tracy's pillow? It's not going to rain, is it?

And as the miles (or kilometres) separate the enclosed parties from the schools that look them into their own peculiar social relations, at air of anticipation prepares them for the "sea change" that lies ahead. For exactly what is it, strange and wonderful about their new lives together? Indeed, why school journeys might be worse than school itself, you will have to wait for Professor Axegrinder's next report.

## High thinkers

PHIL JONES

To those of us committed to teaching in mixed ability groups, it was reassuring to read Ralph Callow's comments (TES June 3) on the education of gifted pupils. It is, of course, no surprise that if one assumes a resource-based learning approach is adopted, then the needs of most individuals can be met in a mixed ability situation without impairing their academic progress in any way. Mr Callow says he is urging schools to move towards a "process-based" curriculum, with the implication that such a curriculum is more likely to satisfy the special needs of the gifted

pupil. While a move away from content-dominated work should be welcomed, the idea of the process-centred work is the answer to the question of what to do with the most able should be treated with some caution.

The case for adopting such an approach appears to rest on the assumption that if we can identify the so-called higher level thinking processes such as analysis, synthesis and so on, then the work we give our most able pupils should afford them the opportunity to engage in such processes. This is fine as far as it goes, but two important points must be raised here.

First, if we are to believe the work of Bruner and his colleagues then all children are capable of using these intellectual processes, not just the most able. The danger therefore in adopting the process-centred model as a way of providing for the most able may be to say that opportunities to use the so-called higher level processes are the sole property of this group of

learners. This would be a travesty and indefensible.

Secondly, adopting such an approach may lead schools to forget that mental processes are, by and large, merely a means to an end. If we are not careful children may spend much of their time playing "process games" but not using the processes to generate anything worthwhile. In other words, the means will have become the end.

So, what kind of work should school provide for the most able pupils? There is much evidence to suggest that this group will respond best to and are likely to achieve most from a more open and flexible style of learning than is usually on offer.

Perhaps in trying to satisfy the needs of these pupils we should, for at least some of the time, challenge that all-pervading assumption that we know best what children should learn. Occasionally we might say to them, "Tell me what you would like to learn about and I will help you to do it."

This is not as impractical as it might at first seem. Most schools and their communities possess a wealth of resources, both human and otherwise, which with a little imagination could be used to foster a more open-ended and learner-centred (as opposed to teacher directed) model of education for the most able.

Further, it is possible with an equally small amount of imagination to create time on the timetable itself for such activities to take place, although these involved are likely to continue their work outside normal school hours given the high degree of motivation this approach produces.

An important advantage of working in this way is that higher intellectual processes are of course being used and developed but only in so far as they assist the learner to work towards his or her desired goal or product.

Phil Jones is Curriculum Enrichment Coordinator at Priory School Weston-super-Mare.

between 1966 and 1975, but by 1981 demand had levelled off, except for one joint CSE/GCE scheme where the majority of entrants are now examined under Mode 3. Four GCE boards do not provide Mode 3 arrangements and the proportion of Mode 3 entries is very low in the others.

Information is also provided about teacher involvement in syllabus development and in the choice of set books; the procedures on agreement trials and moderation; and the methods the boards use for consultation with teachers.

Teacher representation on examination boards is achieved nationally by nomination from teacher associations for the GCE boards, and regionally by local representation, for the CSE boards. Three all-region boards and one CSE board associations.

Only some boards publish lists of the people serving on these various panels and committees, some boards consult with teachers through correspondence only, while others hold an annual conference or hold meetings periodically to review examinations and discuss syllabus proposals.

The most striking differences occur in the machinery for appeals and comments on the examinations. The moderation procedures of the CSE boards usually iron out problems in

the early stages. The O level boards have clearly set out scales of fees for appeals with all correspondence going only between the headteacher and the secretary of the board concerned. Comments on the O level examinations, other than those made by individuals, are processed by the Standing Joint Committee, for each O level board, in the two months after the examination.

These committees are autonomous and composed of representatives from the largest teacher unions. The CSE boards have no similar procedure and teachers with comments can write either directly to the board or contact their panel member at area meetings.

Most examination boards say they welcome teacher involvement. There are unfilled vacancies for some teacher association representatives on several boards' panels and committees. It is up to teachers to find out how to get nominated on to the various boards and to offer their services. This booklet, although relating specifically to English, should be helpful to all teachers as exam boards' procedures are, in the main, the same in relation to every subject.

Heather Wardlaw is warden of Gillingham Teachers' Centre. Copies of the booklet are available from N.A.T.E. Head Office, 49 Bromsgrove Road, Sheffield, S10 2NA, price £1.

two ready stamped and addressed postcards for their own reassurances. Another teacher (U school journey and RE), childless himself, requested "two pairs stout walking shoes, one pair Wellingtons, one pair soft shoes (for indoors), one pair bedroom slippers", and all this for a week on the eve of Wight. Fortunately, more knowledgeable colleagues were able to peruse this list before distribution.

For the ski-trip at our local voluntary secondary school, mothers have knitted identical bobble-hats in the school colours (blue and gold) "should be able to round them up on the slopes if there's a bit of bother" says the master in charge. Little does he know that it won't stop them; smashing up the aprax-disco!

At Sunnybank Junior, foreign estate cars are jamming the suburban "pavement" by the waiting coach. Small boys' enormous suitcases containing the expensive and apparently essential *vade mecum* of the well-dressed contemporary pre-adolescent

## FEATURES

## BORN AGAIN TEACHERS

Donald Graves is rapidly becoming something of a cult figure in North America for his approach to teaching writing. But Myra Barrs finds some serious gaps in it.

The literacy debate in America still smoulders, but reading is no longer the main focus of concern. It's "why Johnny can't write" that is the issue now. Research into writing has had no difficulty in attracting state and federal funding over the last few years, and the products of this work are beginning to be talked about in this country.

One major movement in teaching writing has been led by Donald Graves, whose book *Writing: Teachers and Children at Work* was recently published here (Heinemann £5.50). Graves is a mild, humorous, eloquent man who impresses audiences wherever he goes. For one thing he is strong on common sense. In explaining a point—like why children may initially find it difficult to choose their own topics for writing—he will always come up with a homely and convincing example:

"The anxiety is not unlike that of the child whose mother has just turned off the television set. 'Now what do I do?' bellows the child. Suddenly their acts depend on them, and they are unused to providing their own motivations and direction."

For another thing, Graves and his research team are not afraid to be simple. They spell everything out, from how you can cover children's own books with wallpaper and bind them with dental floss, to the kind of table that is to be preferred for writing "conferences" or interviews between teachers and individual children. ("I like to have conferences at a round table where the slight curve enables us to see the work on the table comfortably...")

Graves' approach presents child-centred kinds of practices in a way that makes them acceptable to sceptics. Though children in a Graves' writing classroom are allowed free choice of topic and are encouraged to take responsibility for decisions about their own writing, he suggests ways of structuring the classroom so tightly that nobody is likely to feel threatened. The "basics" are put in their place; editing for correctness is the last stage in the writing process. On the other hand, because this approach to writing puts strong emphasis on publication, there is a good in-built reason for children to want to get writing right.

But in many ways there is more teacher-centredness than child-centredness in Graves' book and this, no doubt, has contributed to its extraordinary success (published in America late in 1982 it is already in its third reprint). Teachers recognize the classrooms that Graves describes and recognize particularly their own dilemmas.

At teachers' conferences Graves' sessions are always packed, and the presentations are clear, up-beat, and unashamedly full of tips for teachers. Audiences go away with recipe sheets on how to conduct conferences, for example. In the book, the very chapter-headings are a checklist of teaching behaviours: "Help Children Choose Topics"; "Organize the Classroom for Writing"; "Write with the Children"; "Publish Writing in the Classroom"; "Surround the Children with Literature".

Graves' research unit, the Writing Process Laboratory at the University of New Hampshire, was set up to look at the way children learn to write. For two years the team lived in the classrooms of a New Hampshire public school, observing the composing processes of six to ten-year-olds. Such an intensive research programme should have produced valuable insights into young children's writing, and indeed some parts of Graves' book provide interesting observations on, for example, the role of drawing as a form of "rehearsal" for a piece of writing.

Unfortunately, the kind of detailed evidence that would help us to a better understanding of writing in this age group is more often than not missing from Graves' argument. The Graves approach to teaching writing has been called the "conference-drafting" approach, because these are the two aspects of the writing classroom that he invariably lays emphasis on. Young children are encouraged to revise their work from a very early stage, and learn to take a piece to three, four or more drafts before editing it for "publication".

But nowhere in Graves' book is there any example of a piece of writing in all its successive stages. Despite an insistent emphasis on the value of revision throughout the book, hardly



any evidence is given of the writing processes which Graves and his team were said to be studying; and the kind of detailed individual case studies of writing development which the research circumstances would have made possible are completely lacking. Indeed, very little children's writing is quoted at all in this book—perhaps seven or eight short pieces.

There are examples in abundance, however, of conferences between teachers and children. About 40 are reported in detail or given in transcription in the course of the book, and a very large part of the book is devoted to suggesting ways in which teachers can conduct individual writing conferences with children. Very detailed advice is given. The questions that teachers ask in conferences are broken down into categories—opening questions, following questions, process questions, basic questions, questions that focus. Detailed timings are suggested ("Within a 37-minute framework the teacher might confer with children according to this sample timetable..."). Examples of model conferences are quoted:

"Now, how are things coming, Audrey?"  
"Not too bad. I started by telling what happened when the lawnmower ran over the bees. It's kind of a poor beginning."

"That's all right, Audrey. You can change it later if you like. Sometimes in the first draft it's best to just write and tell it as it happened. Later you might want to start the lead at a more interesting part and work back from there."

This heavy emphasis on teaching routines reinforces the impression that, somewhere along the line, Graves' interest in the writing process has been overtaken by an interest in pedagogy. He does see both teaching and writing, of course, primarily as crafts, and is concerned that both teachers and children should learn the tools of their trades. The teachers in many of his examples are seasoned professionals, diagnostic observers, skilled in "intensive listening" ("Moving like a surgeon's scalpel, unnoticed by patient and observers, the teacher asks the one relevant question.")

When Graves writes about how teachers can change their practice, his tone can verge on the evangelistic, and it is clear why he has become almost a cult figure on the North American in-service circuit:

"I think of Pat who said 'I can teach maths but I've never really taught writing before'. On her first attempt to teach writing she stood

The conference-drafting approach to writing; children are encouraged to redraft their work several times

terrified before the class and composed on an easel, asking the children's help with the text. The children helped. She was surprised at their suggestions. She was amazed at what she could write herself. Pat now conducts workshops with other teachers on the writing process."

It is born-again teaching that Graves is talking about here, and it strikes a chord wherever he goes. The Primary English Teaching Association of Australia published a book based on his approach a year after he visited Australia, the title of which sums up both the response he evokes and the reservations one is bound to feel about it. It is called *No Better Way to Teach Writing*.

The Graves approach to the teaching of writing has many attractive features. It does lay considerable emphasis on children's intentions and on responsive teaching. It allows children to choose their own topics (within certain limits) and it is reassuring about the possibility of teaching skills within children's own writing. But its major claim is that it is built on a solid body of research into the writing processes of young children, and there is very little evidence of that in this book.

Moreover, there are important things missing from Graves' model of children's writing. One is any real sense that children are readers as well as writers. Apart from one cursory chapter on literature, reading is hardly mentioned as a powerful source of knowledge about writing.

It also seems clear, from Graves' accounts of different classrooms, that one kind of writing is seriously under-represented in these classrooms. Fictional narratives—stories—rarely appear, perhaps because they do not meet the kind of criteria that Graves has for good children's writing. He places great emphasis on information, on detail, on factual knowledge, and on personal experience in the advice he gives to teachers. So, personal narratives are encouraged, but fictional narratives are scarce, being less amenable, of course, to the drill of



writing conferences and revising. Graves' model of the writing process is, in the end, inadequate. It sees the writer's main job as one of organizing information. It is essentially a journalistic model with overtones of information technology. (Graves talks of children learning "the mechanics of data insertion".)

Frank Smith, in criticizing the information transmission emphasis in the teaching of writing, notes that it can lead to "an almost exclusive perception of writing from the perspective of a reader, rather than from the writer's point of view." From the point of view of the writer, writing is a means of thinking, a means of making, a means of exploring the world and "the world in the head". Graves' model leaves out almost all of these dimensions.

The most problematic aspect of Graves' work is his heavy emphasis on drafting. What the Graves' team has done is take a theory about how adult writers write, and to teach these adult writing behaviours to young children. They see writing as drafting, and Graves has proved that children of six and seven can learn to take a piece to four or five drafts. What he has not discussed is whether, in this use of drafting as a routine procedure, things are not lost as well as gained.

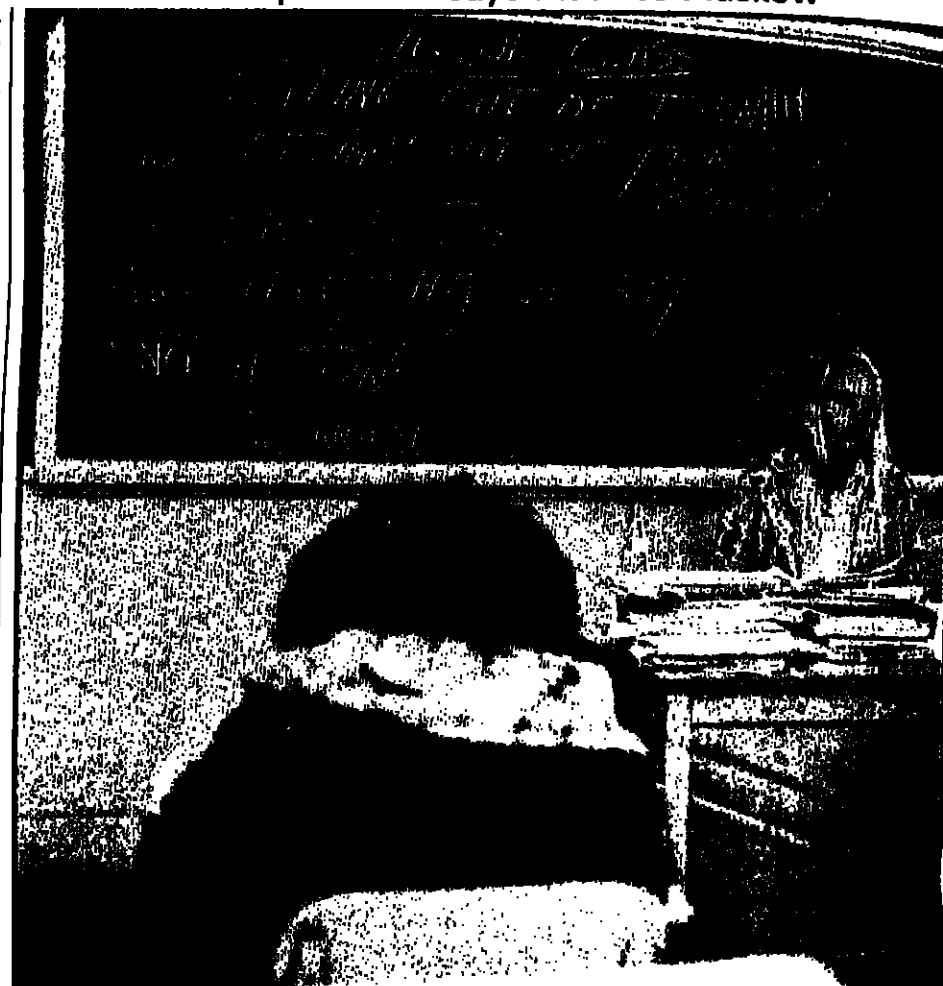
Myra Barrs is the English adviser in Brent.



## FEATURES

# High school credits

School evaluations in Utah make full HMI inspections look like drop-in visits says Maurice Plaskow



recently had the opportunity to spend three weeks at the Utah State Office of Education. The State Office has a population of 1.2 million, divided into 40 separate, autonomous school districts. Quite the most interesting experience was participating in some high school accreditation.

This process happens every ten years, and makes a full HMI inspection seem like an informal, low-key drop-in visit. A team of about 30 specialists, drawn from other schools, the State Office, universities and the local school district descend on the school for two days. During the previous year the school will have carried out a self-evaluation. Every aspect of school life is considered and measured against its philosophy, goals and objectives. Parent, student and teacher questionnaires are issued and processed (on an anonymous basis). The school administration puts this together in a booklet often running to 50-100 pages. Middle school evaluations are also presented with the departmental evaluations.

At the end of the two days each panel draws up a short report, which is discussed with the school staff concerned, which includes lists of commendations and recommendations. A copy is left with the school principal, and a copy is given to the State accreditation specialist. She collates these into an official report, which is presented to the school and the district office with the verdict as to whether accreditation has been granted. The following year the State Office will want to know what action has been taken on the recommendations.

We arrived at the schools at 7 am on the

first morning (7.45 the second) and PTA members prepared a breakfast of varying degrees of lavishness. We were greeted by the principal, his assistant, departmental chairpersons and the district superintendent, and presented with folders, the evaluation booklets and departmental evaluations. After welcoming speeches and an outline of the procedures the school staff arrived (about 8 am) and we began to mingle. Lessons began at 8.10. There were generally large signs both inside and outside the school welcoming the accreditation team.

The task was to visit each teacher in the department, and talk to the team as a whole. Most schools have a daily timetable repeated five times, so that it is quite easy to get a reasonable idea of what's going on in different classes at each level. Junior high schools have two or three year groups (grades 7, 8 or 9;

ages 11 to 13 or 14); senior high schools three or four (grades 9 or 10, 11 and 12; ages 13 or 14 to 18).

A panel would be concerned with philosophy and objectives, major educational priorities and curriculum design; another would look at school plant and facilities; another at staff administration and student activities; another at student services (counselling and guidance). In the course of these discussions not only would the principal and his assistant (the administration) be interviewed, but PTA members, student representatives, caretaking and ancillary staff: anyone prepared to express a view who happened to be around.

By the end of school on the second day, the institution had received a pretty thorough going over; reports were written (typewritten and typists were provided); audible sighs of relief could be heard from the staff. Visiting

## The three year itch

Angela Anning says new heads soon opt out when disillusion sets in

I used to wonder why so many of the "successful" primary headteachers I knew took to one of several clearly defined courses three or four years into their headships. One course turned sharply sideways, taking the headteacher to another school, a decision rationalized as a desire for a new challenge. Another course began to slope downwards into complacency - slowly at first, but the gradient soon became steeper. A third veered away from schools altogether into the rarefied atmosphere of the advisory service, union politics or teacher training. The illusion was of an upwards slope, but in effect the track soon appeared to bog them down in muddy fields of bureaucracy.

Three years into my first headship, I understand what happens. The truth is that a headteacher can manage the superficial revamping of a school if he or she is sharp enough to define priorities at an early stage and police the instigation of changes so that staff, children and the heads own health remain intact.

The race is run something like this. The environment is the first priority for changes: next, and more daringly, the classrooms get the same treatment; tubs of flowers for the entrance hall are hired from the local parks department; cloakrooms are stripped of ancient coat hooks and transformed into libraries, craft areas, resource banks.

Ancient textbooks and the contents of store cupboards - birds' nests, shells, oil-cloth maps of the British Empire, a thousand lined exercise books with musty yellow pages and all the paraphernalia reflecting your predecessor's

siege mentality - all those are ruthlessly spirited away in black bags during half-term holidays when teatime members of staff are not around to protest.

Meanwhile, curriculum guidelines are drawn up at endless staff meetings, the emphasis swinging wildly according to the strengths of the headteacher and staff and pressures from local authority which is, in turn, under pressure from DES directives, and applied by the hapless advisory staff. The staff are "democratically" involved in changes, even when they protest, because all the management and in-service courses tell us that this is the only way to effective change.

Willing and unwilling staff are despatched to observe good practice in other schools and coaxed into attending workshops and courses and into experimenting with new resources. The parents are invited to evening meetings to approve changes already firmly instigated by the headteacher and staff in hollow gestures of consultation. Governing bodies, too, are informed retrospectively of fundamental changes in curriculum policy: a paragraph buried among the complaints about leaking roofs and broken boundary railings in the headteacher's report. It

is all beginning to look pretty good.

The illusion is that at some point you will reach a finishing line and triumph. But three years on, the real rather than the presenting problems loom large ahead and you suddenly realize that the Beecher's Book of effecting change in the school is the area about which management courses tell you little or nothing - that is making real, rather than superficial, changes in classroom practice.

It is a desperate and dangerous leap to make. It requires the headteacher, and the staff of a school to take risks and place enormous trust in each other. The disquieting findings from classroom-based research about the gap between the teacher's perception of what is happening in the classroom and the empirical evidence about what is really happening make depressing reading.

The headteacher, observing classrooms throughout the school, acknowledges, if only privately, that the same thing is happening there.

Rather than sit back and wait passively for the next brickbat, teachers must be encouraged to study their own and colleagues' classrooms and think about how to improve inadequate prac-

tice. But it is at this crucial point that many headteachers lose their nerve, drop the reins and dismount.

Yet descriptions of techniques for classroom observation and evaluation are readily available in current publications. The Open University "Curriculum in Action" packs provide excellent starting points. At least four university departments actively encourage and support teachers who want to work alongside researchers in evaluating school practice - Leicester, East Anglia, Lancaster and the Cambridge Institute. The hardware for collecting data - tape recorders, cameras and video-cameras - have never been easier for the non-technically minded to operate.

So since information, support and equipment are not the stumbling blocks, why do so many headteachers balk at this point? The truth is that the kinds of issues raised by careful observations of classroom practice are not comfortable.

They are likely to challenge many assumptions about the teaching and learning process. How can we deal with the time "wasted" by many children in the school day? How can we increase their motivation? How can children be

## FEATURES

# Not an honorary man

Jenny Davenport tells Susan Thomas why she gave up Scale 3 and security for a job as a telephone engineer



panel teachers expressed their gratitude at having been invited to participate (they receive a certificate from the State Office). The major benefit, in my view, comes from the self-evaluation exercise which precedes the accreditation: a view confirmed by the State specialist. It is also a valuable in-service activity, providing an opportunity for many teachers to visit other schools and take a critical look at their practice - and thus, inevitably, at their own.

What is impressive about the American system as I saw it was its immense supportiveness. The accreditation tries essentially to generate confidence within the school staff - hence the opening section, on commendations - and even uses the recommendations as much to point out to the administration, both in the school and at district level, constraints and difficulties for the teaching staff, as to indicate improvements or inadequacies.

This desire to find constructive things to say, rather than the smart put-down, is a lesson we could well take to heart. It permeates the school system; teachers are constantly looking for things to praise in student work, are anxious to raise student self-esteem and give students the experience of success. There are, more worrying, aspects of this general attitude. As part of the conditioning, motivational, normative process there is an obsessive preoccupation with testing, marking and grading. This is reinforced by pressure to raise basic standards, the introduction of minimum competency levels, and suggestions by State and National politicians that achievements in basic skills need to be higher. If there is a detectable cross-Atlantic influence here, those of us who have witnessed its effects need to proclaim its dangers.

There is a credibility gap between the rhetoric and the reality as well. The statements of philosophy and goals in the school handouts could be matched in any number of our own official documents: "In the school society students should learn to function socially, to interact and communicate with others, and to work, recreate and cooperate as they learn. Many of the situations they encounter within their lifelong education, for meeting the challenge of change, and of coping with complexity."

But I saw little sign of whole-curriculum thinking, let alone concern; or how a reconciliation can be made between the expressed aims of relevance, helping students to cope with change, familiarisation with new technology, and narrowly didactic, instructional teaching linked inexorably to grade scores, required attendance (rather than demonstration of understanding) and constant mechanical testing (in many cases using machine marking of multiple choice questions) of a crude kind. We must beware of a takeover by the mechanics.

Maurice Plaskow is a Curriculum Officer with the Schools Council.

encouraged to function effectively in cooperative group tasks? How can we resolve the conflict between the needs of the individual child and the needs of the class or group? How can the teacher organize teaching time most effectively? How can the quality of teacher-pupil and pupil-pupil interactions be improved?

Confronting such classroom-based issues forces a thinking school to look beyond the cosmetic changes in the school environment, resources and content-based curriculum.

The process has to involve genuine self-evaluation: in contrast, the L.E.A. documents for self-evaluation are a contradiction in terms. The lists of questions to which schools are required to respond, although sweetened with the occasional open-ended question, are heavily loaded and suggest a prescribed norm or ideal against which the school is expected to measure its own practice. Schools should now be in a position to move off and define their own areas of concern. Analysis of their observations of classroom practice should help to clarify these needs and hopefully cut through the kind of educational jargon that is often a substitute for action in schools.

The researchers and theorists may provide the context for educational changes but the staff and headteachers are uniquely able to define and implement them. My guess is that it is the daunting realization of this challenge and its attendant responsibility that sends those bright young colleagues of mine galloping off at a tangent.

Angela Anning is head of Wharton Infants School, Salford.

Jenny Davenport is small, gentle, disconcertingly honest. Ask her about her motives, feelings, responses and in turn she asks herself: "Now let me think - how do I feel about that?" You may meet her some lunch hour in Covent Garden, a neat figure in jeans and T-shirt, grabbing a pie and a pint between calls.

Three years ago, Jenny, a classics graduate and formerly head of department at an Inner London Education Authority secondary school, took a cut in salary, holiday entitlement and status, to become a British Telecom engineer. Not in some tidy nine to five, clean-handed, management, desk job, but as a full blooded, down-the-manhole, pass-the-wire-cutters engineer. It is not easy.

But the sense of achievement is tremendous. Surprising really, it's all about relationships. Teaching is too. But that's different. In school you relate from a position of power. In this job you are an equal, judged for yourself and the job you do.

"You get a feeling of achievement every time you solve a problem, mend a fault, leave a customer reassured. It is instant satisfaction and good for both of us." She is, she says, happier, more relaxed and confident than in her teaching days, in spite of the distrust, hostility and opposition that, as a woman in a male job, she still meets from time to time.

How she came to change careers is yet another chapter in the sorry tale of vocational guidance in schools. "Life is haphazard", she says wryly.

She was born in Wrexham, just five miles from Ruabon, the town with the greatest concentration of PhDs in the United Kingdom. "My parents were delighted when I did well in school. At school the only guidance was academic guidance. There was never any thought of preparing you to earn a living. If anything, it was assumed I would teach. Wales traditionally turns out teachers, preachers and doctors."

O level, A levels and university placement followed as the day dawned, until, in 1972, Jenny found herself with a degree in classics from University College London and no job. Her parents were delighted - "I was the first person to go to university in my family" - and unconcerned by her lack of career prospects. Her efforts to become a social worker were thwarted "by my patent naivety". She tried temping, hated it, and finally applied to the ILEA to teach.

"It was not a totally random decision, A friend, another classicist, was already teaching

found that I'm not defeatist. I wrote and asked them why and they gave me an interview - a really hostile one.

"There were three men. They obviously thought it was just a silly fad on my part. They quizzed me on Ohm's Law, which you never use, tried to persuade me to do clerical work and kept on stressing that I'd have to work with a lot of rough men, doing dirty work and mixing with very different people from the sort I'd been used to." It is an interesting reflection on the accepted view of teacher-parent relationship.

"In the end, very grudgingly they gave me a job - as an external engineer." External engineers maintain the links between the user and the exchange. They work down holes and up ladders. It is cold, hard, dirty work and exclusively male.

"When I got to the depot they all knew in advance that I was a teacher. In a way I was a relief because they expected an old school marm with her hair scraped back and specs."

Physically there are problems. "Even in getting the ladder off the top of my van and getting up to a roof, I'm not very tall, very strong or very keen on heights. So every time I do it, I get an extra feeling of achievement."

The social problems were worse. "At first I'd always sit with the men in the canteen but I'd find I was left with the oddities, the older man, the brown one, the one that wore funny clothes."

"It's a rigidly divided society. Each group has its own canteen territory. The external engineers, the rough lot, sit at the back. Then come the internal engineers. And then the women, the telephonists, sit at the front."

"I found it hard to know where I belonged. I don't belong with the men and the women don't like me. They make it very plain - grumble when I come into the washroom because my hands are so dirty, move away from me. Some of the older women, who worked as engineers during the war, are supportive. The younger ones don't understand my position, they don't like me being with the men and can't accept the fact that I earn so much more than they do - even those with long service."

During her first year, Jenny did evening school three nights a week and earned promotion to internal engineer with day release.

"It's much better being an internal engineer. It's all fault finding and there's a lot of variety in the work. Also, there's another woman in the group so I have someone to talk to." The interesting thing is that if, as on the college course, you have a more even balance of the sexes, there's no hostility.

"I discovered a surprising thing concerning my view of myself as a woman. I've always been a feminist and worn jeans and not worn make-up and not been bothered, but when someone sees me down a hole and says 'Is that a girl down there?' I feel quite upset. As a result I reckon I look less scruffy now than I did when I was a teacher. I am a woman and I don't want to be treated like an honorary man."

"There's a lot to be done for women through the union. Questions asked about the number of women at different levels of management - about recruitment policy and recommendation that they should not be put in exclusively male groups."

"I'm quite involved with the union now, too. There's a lot of activity at the moment because with privatization and the new technology anything between 15,000 and 100,000 jobs could be lost. Obviously as a new entrant I'm not in a strong position, but I've fought hard to get this job and I'm determined to hang on to it if I can."

"As things have got easier, I enjoy the work more and more. I'm a changed person since I stopped teaching. Happier. More confident. I'm buying my own house, I've got time for myself. I see people and go out. Even my parents are delighted with the change. My mother tells people all about it."

She did however. And passed. "But there was a year's waiting list for the course. So then I applied to British Telecom who take you without training. They turned me down without giving a reason."

"It's hard to believe that this soft spoken, eminently reasonable person, can be so tough. 'To be honest I didn't know I had that quality', she says, with the air of one who has just turned up a forgotten liver in a desk drawer. "But I have

One teacher

The TES series looking at the views and experiences of former teachers. Next week: the ex-public school master who gave it all up to sell art and culture to rich Americans.



## REVIEW

Charles I. The Personal Monarch. By Charles Carlton.  
Routledge and Kegan Paul £14.95.

The period between 1629 and 1640, when Charles I tried to rule without Parliament, is usually known as his "personal rule". It came to an end because he needed to get the two Houses to vote money for his campaign against the Scots. Could it have worked otherwise? The answer has usually been no: historical inevitability was on the side of Parliamentary democracy in Great Britain. Professor Carlton, however, argues that "the roots of the failure of the personal monarchy lay not so much in impersonal forces that may have been building up over decades, or even centuries, but in the personality of the monarch himself". This is a fair summary of what many historians now think about the whole of Charles's reign. It is also the justification for this new biography.

The materials for a study of the king's personality are abundant. The mid-seventeenth century was a great age for letters and journals. Charles's own correspondence, on which the book is largely based, rivals that of a Richardson heroine: Professor Carlton calculates that in 1648, as a prisoner under surveillance, he nevertheless managed to smuggle out nearly a thousand letters.

Yet his personality is elusive. Neither impressive nor likeable for most of his life, he has often seemed the creation of more gifted men: stepping out of an Inigo Jones cloud-machine or a Van Dyck painting, evoked in the dignified disillusionment of Clarendon's prose or Marvell's Horatian Ode, which no historian can fail to quote.

Professor Carlton has attempted to replace the symbolic figure by something more human. His footnotes are unusual in the prominence they give to psychological and sociological works, as against literary and political ones.

## Character is fate

Lois Potter on a new biography of Charles I

Yet the Charles of this book is not noticeably more complex as a result. In some ways he sounds surprisingly like his elder brother Prince Henry, whose death is usually regarded as a turning-point in Stuart history.

On this account, Charles's childhood illness and slowness of development may have been exaggerated by his guardians for their own protection; though he makes the most of the extraordinary *ménage à trois* involving the prince, his father, and the Duke of Buckingham (and perhaps relies too much on the gossip of *Secret History* writers like Weldon and Osborne), Carlton also points out that Buckingham was not just a pretty face.

Like Henry, Charles was strongly interested in military affairs, and his troubles with Parliament can be seen as the result of his eagerness to pursue a belligerent, and hence expensive, foreign policy. He did an excellent job of supplying the troops during Buckingham's unsuccessful siege of the Isle of Rhé, and, during the Civil War, developed into a skilful tactician. Carlton, who says very little about Henrietta Maria, feels that the king's supposed dependence on her has been greatly exaggerated, and points out that his letters to her often fail to tally with the impressions of those who were close to him at the time of writing.

Of course, the more he stresses Charles's



practical abilities, the more difficult Carlton makes it to understand what went wrong. Despite the modern appearance of the psychological sources, his final view is in the "character is fate" tradition: "Like the hero in classical Greek tragedy, Charles learned wisdom through suffering". We seem to be back with Marvell's "royal actor", at last finding a role which he could play to everyone's satisfaction.

But a tragic hero requires a Chorus to give him his context. The greatest weakness of this book is its lack of such a context. Its exclusive concentration on Charles himself means that the political and religious views of his adversaries remain as shadowy as their personalities. Even Charles's own convictions are not clearly explained, though their importance is stressed. We are told who Arminius was, but not what Arminians believed; that Laud and Strafford meant by "Lady Mora" but not by "Thorough".

Still more serious is the author's lack of any real understanding of the cultural context of the period. While it may not matter that he confuses two Jonson masques, or that he doesn't know that the composer referred to as "the Italian, Giovanni Coperaria" (sic), was probably an Englishman named John Cooper, there is a depressing inaccuracy about nearly every literary or dramatic reference in the

book. Even the obligatory quotation from Marvell is not quite right, and Lovelace is paraphrased into meaningless. Carlton thinks that Ben Jonson had his own company of actors, that Shakespeare's "such stuff as dreams are made on" refers to masques, and that Antonio's lines about the French court in *The Duchess of Malfi* (c. 1613) refer to Charles's reform of the court (after 1625). He misspells the name of the amateur dramatist William Strode and (twice) that of Stephen Orgel, whose book on *The Illusion of Power* is attributed to Roy Strong. Though Martin Butler's PhD thesis on Caroline drama figures in his footnotes, it is hard to see how anyone who had read it could write off so much of what went on as mere "silliness".

The result is that one often feels one is reading about the period in translation. Carlton lacks the gift of the most readable recent historians - C.V. Wedgwood, Christopher Hill, Keith Thomas - for bringing it alive through skilful quotation from the participants themselves. His own style, though often lively, is resolutely twentieth-century in its vocabulary ("the royals"; "cool" and "profile" used as verbs) and even in lapses like "equally as" and "a new phenomena". He is capable of nice phrases, like his comment on Laud: Charles "chose as major general of his church militant a man more suited to be his sergeant major". But, even at his best, he makes one see Charles as he might be seen if he were living now, rather than as he looked to himself and to his contemporaries. There is enough new material here to make the book worth recommending to anyone already familiar enough with the period to use it with caution.

The beginner, however, will get better off with C.V. Wedgwood, whose grasp of the European context and ability to create an interest in even the most minor figures involved in Charles's story makes that story, paradoxically, far more genuinely personal than Professor Carlton's.

But for those, necessarily a minority, who in varying degrees like to eat, food must have a being beyond necessity, it must be a pleasure: a reason for being alive. A treatment of the subject in this context should surely give something of the delight accompanying the making, serving, eating, of food - and this the more, given the indubitably heightened enjoyment of an experience new to a good number of those now constituting that minority.

Mr Driver's treatment gives nothing of this. The historical introduction, is good: an account of shortages and making-do is not required to convey much pleasure. It is what follows, the account of the renaissance of interest and enjoyment, of discernment and discrimination, *pari passu* with the ending of austerity, that is needlessly tedious, long, "theoretical". Had Mr Driver continued his account in simple historical fashion - a chronicle of when the raw materials for food that might appeal to a critical palate become available again, and of the help provided at the right time by knowledgeable people, his book would have been shorter, and what it ought to have been, a modest story of a sequence of events. But he has chosen to mix in ponderous pseudo-theoretical attempts to explain

"scientifically" how this revival in changed social circumstances has affected new groups of people. These excursions witness to the modern prejudice that seriousness is the quality only of that which can be presented as "sociology", "science". Such unavailingly jargonish explanations invent categories, tallies and simplifying the matter as needed. They make up the "facts", and then present them as plucked from "reality". Tendentious and suppositious they are, considered as objective knowledge, worthless, incapable of being put to any test.

In this respect Mr Driver's book is useless. All one can know is that there has been, among a minority, a renewal of interest in, and appreciation of, good food and its ingredients and preparation; that refugees from many lands have brought their culinary art, extending this minority's possibilities. What effect this has had, if any, on the majority no one can say with certainty. Nor, given the impossibility of foreseeing the future, can one draw conclusions from the revival about how things will be. Mr Driver does not do so: his work can be recommended only to those who can remain unaffected by the pages of presently fashionable cant.

## Company report

Craig Brown on Cambridge comedy

After a hundred years, the Footlights cannot be blamed for being a very traditional company. Its first tradition lies in the myth of its origin. It is said to have started in 1882 with a cricket match at Pulborough lunatic asylum. Robert Hewison doesn't bother to say whether this is historically accurate. It would be a shame to spoil such a perfect symbol of the very English, very cultured lunacy to which Footlights has for so long aspired.

A year later, the first Footlights show was performed. It was not innovative. The first half consisted of a farce written in 1826, the second a burlesque written in 1810. But in 1885, their first self-penned production, *Uncle Joe at Oxbridge*, introduced a large percentage of those themes that still have them rolling in the aisles: hangovers, exams, tradesmen (in this case a tailor), intellectuals, and people pretending to be what they are not. By 1886, they had received their first notice complaining that they were not as good as they used to be. Other traditions were firmly established by the turn of the century. The 1890 show, *Jon Revisited*, was a send-up of a Greek play (the first Shakespeare send-up was

not until 1899) and included a pastiche of a current show (The Gondoliers), "anecdotes at a party" (The Gondoliers), and, of course, a number of men dressed as women. No doubt the assortment of Treasures, Secretaries and Presidents who have for a century formed the backbone of this comedy troupe gleefully point "wide-eyed humorous" to the 1910 show, *The Socialists*, this are no new jokes, but that, with careful polishing, old jokes can look shinier than ever. Hewison's synopsis of *The Socialists* reads like a manifesto for the mixture of conservative satire and ostentatious wickedness that has characterized all Footlights shows ever since. We discover that 1983's most topical Cambridge targets were rounded up and allotted their numbers over 70 years ago: a Socialist professor arrives from Marx and takes over a college; he is a vegetarian, anti-violence, anti-gambling, etc. A woman is elected Mother of the College. The undergraduates vote to set and correct their own exams and go on to award each other firsts. The Bedmakers Union and the Cooks

decide that they will go to the College Ball rather than aid its preparation. Scholarships are removed because they are considered too competitive. But eventually the Professor is revealed as a fraud, the ball goes on, and everything ends happily ever after. Year by year, Hewison diligently and entertainingly takes us through the ups and downs of the shows. It is hard to blame him for shirking any analysis of the humour he delineates so well, for the business of talking seriously about jokes is well known to be the Valley of Death for any writer. But without this analysis, the book, well-researched, well-written and beautifully produced though it is, never reports. It is indeniably interesting to pick up all sorts of jolly ephemera - gosh, Malcolm Lowry co-wrote and performed in the 1932 show; gosh, Germaine Greer was one of the first women to be elected a member, gosh, the Lord Chamberlain censored even the most "careful" research prompted me to ask, frivolous reference to Hitler right up to the outbreak of war, gosh.

and which Hewison's careful writing prevented from being answered: Is there a difference between Oxford humour and Cambridge humour? Why has Cambridge produced so few left-wing comedians? Is there a shared trait in the character of successful Footlighters? Does Footlights impede as much talent as it encourages? How can a group so narrow in its origins have appealed so universally? How did the recurring jokes develop and why do they still recur? Why are the English so amused by drag?

It could be reasonably countered that Footlights was written as a celebration of a centenary and not as a celebration of kiljoy, psychologizing. But by the end one is exasperated by the way in which the book's progression is merely chronological, and titles such as "In Edinburgh, Griff Rhys Jones used the same dressing room as Rowan Atkinson, who was appearing in the Oxford Revue, but apparently they did not meet" are simply not sufficient to satisfy one's hunger for something more substantial. And, on an insubstantial note, it is a shame that Hewison hasn't managed to dig up the memo from, I think, Christopher Booker to Peter Cook saying that he had admitted a new member who was "keen and efficient, but not to worry, he couldn't possibly outshine anyone, his name is David Frost".

## Not great, but necessary

Falkland Sound/Voces de Malvinas. Royal Court Theatre Upstairs. West Alberti. Criterion Theatre. New Glyn. RSC Barbican: The Phil. The Taming of the Shrew. RSC Barbican Theatre. The Trojan War Will Not Take Place. Inner Voices. National (Lyttelton) Theatre.

The definition of living theatre as "bare boards and a passion" sprang to mind immediately seeing David Rogers' settings for *Falkland Sound/Voces de Malvinas*. The performance confirmed its truth. True, both pieces are hardly plays in the accepted sense. The first is an exchange of letters; the second a collage of conversational fragments. But both have been arranged with passion: the passion of a father for a son, the passion of a man for a woman, both considered pointless, the passions of a director (Max Stafford-Clark) and editor (Louise Page) to make their theatre relevant to the times, to make a statement corrective to government propaganda about the Falklands adventure.

Hugh Tinker's compilation of his son's letters - *A Message From The Falklands* by David Tinker, LRN - is skilfully adapted as a two-hand-er to let us see David's development through prep-school, Mill Hill, Dartmouth and Birmingham University. By the time he is "off to the Falkland Islands to do a bit of Wog bashing" we have come to recognize him as a pleasant, upper-middle class, likeable sort of chap; to sympathize with his being torn away so soon from his young wife and the country cottage they have bought. What is "exciting" in April 1982 becomes "pointless" in May. His anger at "Maggie's War", governmental "hypocrisy", Admiralty cynicism, is the more forceful for being voiced by one who might, all things considered, be a Conservative voter. His death in June, aged only

25, shows part of the tragic waste of young life for electoral advantage. The stream-of-consciousness text for five actors which is *Voces de Malvinas* serves to reinforce the pointlessness of an unnecessary war over an unwanted colonial anachronism. Well acted, well staged, it is not great but necessary theatre: a candle lit against the prevailing dark. *Wozza Alberti* is another, though a dazzling fireworks display lighting up the night might be a better description. For what Percy Mtwa and Mbongeni Ngema (with director Barney Simon) do with two tea chests and a clothes-rack is astonishing: living theatre at its exciting best. Together these two black South African actors create a land of oppression where the human spirit struggles to survive, challenging its view of itself through its own stated values. Morena, The Saviour Jesus Christ, comes to South Africa. We see reactions to the news of his coming; government pressure first to extract political advantage from it, then to nullify its effect - even to the point of an atomic explosion destroying Cape Town and flattening Table Mountain.

Deploying remarkable vocal skills, singing, dancing, acting with great virtuosity, Mtwa and Ngema never put a foot wrong. Equally at home in comedy, tragedy, farce, pantomime they make poor theatre richer to let us see David's development through prep-school, Mill Hill, Dartmouth and Birmingham University. By the time he is "off to the Falkland Islands to do a bit of Wog bashing" we have come to recognize him as a pleasant, upper-middle class, likeable sort of chap; to sympathize with his being torn away so soon from his young wife and the country cottage they have bought. What is "exciting" in April 1982 becomes "pointless" in May. His anger at "Maggie's War", governmental "hypocrisy", Admiralty cynicism, is the more forceful for being voiced by one who might, all things considered, be a Conservative voter. His death in June, aged only

So much so it almost effaces the excellencies of the RSC's *Peer Gynt* led by Derek Jacobi. A barren stage and small resources concentrate our

attention on the text and actors. David Rudkin's translation uses Irish voices suiting well the preoccupations with drink, sex and the trolls. There are fine performances: Katy Beahan's Solveig is pure love personified; Sinead Cusack's ruined Ingrid, a fury of black malevolence. Jacobi's versatile skills and charm are delightful to watch. He cannot rouse the demon in Gynt, which Leo McKern did years ago at the Old Vic, and so does not sweep us through the windy passages of nineteenth-century megalomaniac rhetoric which overload the play. Still, there are magical moments and Ron Daniels' direction is all of a piece.

The same cannot be said for Barry Kyle's treatment of *The Taming of the Shrew* in which all historical periods and all theatrical forms are plundered for effects. People sing nineteenth-century Christmas carols, ride tandem, fall into water tanks - anything for a laugh. Which they get, so why complain? Because the play doesn't need such trumpery. Only five or six years ago the RSC did it to perfection. Sinead Cusack's seriousness salvages Kate but cannot save the play.

Nothing can save Giraudoux's *The Trojan War Will Not Take Place* under the dead hand of Harold Pinter's direction. Prettily dressed players move along lines dictated by a play-production manual, speaking in the high-sounding style actors adopt when all else fails. The play's worthy if wordy argument for peace (presumably why it was produced) is lost in the mindless fancy dress parade.

*Inner Voices* is stillborn: a farce of the filmmaker construction played at funeral pace. Seeing Eduardo de Filippo in 1972 showed what a master could do with such unbelievable tosh. Ralph Richardson, with a faulty memory and clinging desperately to his usual stage-business, inspires only incredulity.

John James

## Oriental Glyndebourne

Idomeneo is not perhaps everyone's favourite opera - though that may be something to its advantage. It is only comparatively recently that it has become familiar on the stage, and it has retained an air of distance, of a mystery not quite fathomable. This is partly because for Mozart, and indeed for the history of opera, this is a crucial transitional work. Into the old courtly pattern of the *opera seria* Mozart infiltrated a wholly new freedom, infusing the characters as passionate individuals rather than as archetypes from antiquity.

Supposedly, *Idomeneo* is about a Cretan king who runs into trouble with Neptune over an imprudent vow to sacrifice the first living thing he sees after his rescue from shipwreck - and of course that turns out to be Idomeneo, his son and heir. The difficulty in staging the opera may be simply, perhaps over-simply expressed - do we greatly care whether the king was Cretan, Croatian, or even Japanese (see later) any more than Mozart did?

Glyndebourne, which has opened this year's festival with a striking new production of the opera by Trevor Nunn (his debut in the opera house), conducted by Bernard Haitink, has a special relationship with *Idomeneo*, not least in that in 1981 it mounted the first professional production of the work in the UK. Mr Nunn and his designer John Napier have adopted a more sophisticated approach than that of the previous (1974) production, which played tribute to Neptune in easy-going easy-go segments of Turner seascapes - angry waves were pivoted up and away, crossing with the giddy slow roll of calm horizons falling in to replace them. The clue to the new staging has been found in the seemingly innocuous, but in fact smouldering, episode - characteristic both of

Mozart's treatment of *opera seria* and of the Noh theatre of Japan. Although there has already been a thoroughgoing Japanese-style *Idomeneo* in Angers, Nunn and Napier have opted for the more dangerous, course of using the oriental convention without, as it were, being used by it. Their stage is framed by receding white screens with a walkway across the perimeter, and a central platform to concentrate the action. At the start of Act III Ili is discovered apparently holding aloft a branch of cherry blossom before embarking on "Zerriretzt lusinghieri". But the Minotaur civilization is also remembered in the shape of axe-head motifs and other touches. No one is expected to move any more than is strictly necessary, so that spurious business is out and the singers are free to project the internal music drama as directly as they can. The great chorus scenes, thrillingly sung, are less easily accommodated to this aesthetic, though fine effects are achieved by alternating back and front lighting.

Idomeneo, here a very worried man indeed, was projected with total conviction by Philip Langridge. Idomeneo introduced an immensely promising young American tenor, Jerry Hadley, with a lovely natural timbre and seemingly effortless technique. Margaret Marshall, less than ideally cast as Ili, produced sounds which fluttered a trifle too sympathetically with the soft breeze which she so seductively evoked. Carol Vaness hit her notes with breathtaking attack, revelling in Electra's pyrotechnic displays without betraying the gentler, more reflective side of the role. Bernard Haitink's conducting was always sympathetic, if less taught and idiomatic than that of his predecessor John Pritchard. One

suspects that in the rather boxy Glyndebourne acoustic the *Neue Mozart-Ausgabe* version (for the use of which, full marks) would have sounded better with a smaller band than the one fielded on this occasion by the LPO.

The new *Idomeneo* will be recorded by BBC television for subsequent transmission, and will in due course be available on video. During the week of October 10 to 15, Glyndebourne will present its third Schools festival in association with Kent County Council and the East Sussex County Council. For very modest prices, children from Kent and East Sussex will be able to visit matinee performances at Glyndebourne by the Touring Company of *Fidelio*, *La Cenerentola* and *The Love for Three Oranges*, the latter designed by Maurice Sendak and in a new English translation by Tom Stoppard. Comprehensive teaching material has been prepared for teachers, and further information about both this and ticket availability may be obtained from the education authorities in Maidstone (Kent) and Lewes (East Sussex).

Patrick Carnegie

## Guidelines

Four new additions have just been published to the English National Opera/Royal Opera *Opera Guides* (John Calder £2.50 each): on Don Giovanni, *La Nozze di Figaro*, *Il Trovatore* and *Die Meistersinger von Nürnberg*. Each gives a history of each work's productions, then a musical analysis, then the entire libretto with facing translation. Splendid value.



Paul Klee's "Figure in a Garden," (1937). An exhibition of the artist's life and work is currently showing at Nottingham Castle Museum (ends July 31).

## Weill away

Street Scene. Music by Kurt Weill (based on the book by Elmer Rice). Sir Jack Lyons Theatre, Royal Academy of Music, June 8.

Weill's last works for Broadway audiences, though popular enough in terms of box office success, never really impressed the music critics who had deserted him for turning away from serious music when he left Hitler's Germany in 1935. Apart from a few isolated performances, *Street Scene* (1946) has remained in oblivion and the enterprising performance by the Royal Academy Summer Workshop was, surprisingly, a British premiere.

The central themes of frustration, adultery and violence, set against the sordid background of a New York tenement, are culminated in the brutal murder of the protagonist, Mrs Maurrant, and her lover, might well have been antipathetic to a Broadway audience looking for entertainment. Nevertheless, Weill had high hopes for the opera, aiming to achieve "a real blending of drama and music." Unfortunately, due to various problems, this production was reduced musical numbers with linking narrative and minimal staging. The main characters seemed thinly drawn and the climax left me curiously uninvolved. The first act introduces the occupants of the tenement and the story builds up through the little-facts of the neighbours and the soliloquies of Mrs Maurrant (the eternal romantic) Mr Maurrant (her well-meaning but heavy-handed husband with a penchant for the bottle) and Rose, their daughter who longs to break away.

Though story and characters would not be too out of place in the *Dynasty* slot, the score is full of bluesy numbers (and Gershwin fingerprints), complex vocal ensembles (the *Ice Cream Sextet*) and jazzy routines (*Moon faced, starry eyed*), all bobby sox and brylcreem and lots of style. Though without the wit and wit of *Die Dreigroschenoper* and *Mariagony*, Weill's view of humanity is nowhere more apparent than in the *Lullaby* by the two nursemaids revelling in the gory details of the murder as reported in the popular press. From an impressive team effort Brindley Sherratt and Elizabeth Woollett as the Maurrants, Carol Green as Rose and Jared Kaplan as the too-good-to-be-true Sam made the most of difficult character parts, though perhaps the motley crew of street characters are the real protagonists in this under-served neglected Broadway opera. Philippa Davidson

London University's extra-mural department is offering a George Orwell Summer School under Bernard Crick's direction from July 9-13. Julian Symons, Barbara Hardy, John Wain, Peter Davidson will be the other lecturers; those wishing to enrol should contact Mary Wood on 636 8000.

Hugh David

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## ARTS

## Contrived sound and fury

Birth of a Nation  
Central Television.

David Leland is in the long and honourable tradition of writers with a message. In *Birth of a Nation*, the first of four Leland films, shown on ITV last Sunday, the message is straightforward, and powerfully delivered: the state education system in this country is entirely irrelevant to the needs and aspirations of those it has become fashionable to describe as "the new jobless generation."

Set almost entirely in a large comprehensive school, *Birth of a Nation* sets out to illustrate Leland's contention that "we all go to school on trust, but the great majority of children going to school today have that trust betrayed." The precise nature of this betrayal is none too clear, but there is no mistaking the message.

Leland's school, described as having 1700 pupils and 70 teachers (a PTR 50 per cent higher than the national average, and worse than that of any local education authority in the country), is rigid, authoritarian, and insensitive. Its headmaster is almost exclusively preoccupied with examination success ("This is why you are here," he tells the assembled school); its deputy head is preoccupied with next year's timetable and simply "getting through the day"; the PE master is a stereotyped bully, and the school secretary (described by the deputy head as "the incredible bulk") a seaside postcard caricature.

The characters with whom the viewer is clearly expected to feel empathy are Tom Twentyman, a beleaguered idealist, obsessed by mammalian reproduction and child-centred education (a "Children's Learning Centre" is his pet project), and a young pupil, Billy, who is a victim of the system. Billy is a victim of the system, and the presumed ignorance of the mechanics of it suffered by the fourth year remedial pupils delivered into his



Jim Broadbent as Geoff Figg

charge for an unspecified purpose, leads to a question and answer session with his class of almost classic naivety.

Figg is the catalyst. Interrupting one of the school thugs in the process of extorting money from a terrified first former, with the aid of a vicious-looking knife, he controls his natural inclination to knock hell out of him and sends him to the kindly, care-worn and battle-weary deputy head - with whom he has an improbably close relationship - to be caned. Ensuing remorse leads to his photocopying the school's punishment book and handing it to the Press (shades of Litherland?), and to his eventual decision to leave a profession that, at the age of 35, he has only just joined.

David Leland is a persuasive propagandist. *Birth of a Nation* is a film that is both powerful and subtle. It is somewhat crudely and superficially, like *STOPP*, it asks questions, but doesn't provide answers, raises problems but doesn't supply solutions. It is strong on indigna-

tion, but fails totally to suggest what effective role a teaching staff should play in protecting the innocent. By implication, turning the thug over to the police is as reprehensible as caning him. If it has a point, it is that to punish talking in class with the same severity as extortion is morally incoherent - and who would dispute that?

The pedagogic counterpoint provided by the agonized and unsmiling Twentyman and his rigidly didactic colleagues produces a similarly crude distortion of the educational process. Twentyman's dictum ("Follow the children") is not the only alternative to a bleak and inflexible didacticism, and in practice is, indeed, frequently an educational cop-out.

But it is in its failure to provide convincing support for Leland's central thesis that the educational system should bear the largest share of responsibility for producing a disillusioned and violent generation - that *Birth of a Nation* is most vulnerable to close scrutiny. Is Leland seriously suggesting that it is

schools that are responsible for unemployment? Does he really believe that they should ignore their more able pupils' expectation of examination success, and the explicit - as well as implicit - demands society makes of them? Would his politely self-pitying ex-pupil (who returns her A and O level certificates to an understandingly bewildered headmaster with the reproach: "you taught us to rely on you") have been happier to have left with no qualifications?

Individual schools, and perhaps even the entire education system, may with some justification be accused of insufficiently preparing the young for the possibility of unemployment. The question poses a genuine educational dilemma. But to blame schools for a situation over which they have absolutely no control is to cheat for the sake of dramatic effect.

Though David Leland is clearly no idiot, his tale is full of sound and fury, and in the end signifies very little. Opening with a beguiling shot of toddlers at play, and closing with a scene of spectacular violence, it is a contrived tale - often brilliantly and effectively contrived, but nevertheless contrived.

It will not persuade many teachers that they should accept almost exclusive responsibility for the ills of a generation, and, while I doubt whether he will welcome the suggestion, I suspect that Leland may well have done for independent schools what the ladies of Greenham Common did for the Conservative Party's election prospects.

Lawrence Norcross

Lawrence Norcross is headmaster of *Highbury Grove School, North London*. Next week Brian Tyler, headmaster of *Kingwood Comprehensive, Coventry*, will review *Flying Into the Wind*, the next film in the series, to be screened on Sunday June 28 at 9.30 pm.

## Aldeburgh children

Music for Grown-up Children and Others.  
Aldeburgh Festival: Snape Maltings.

The Aldeburgh Festival's original idea had been to demonstrate the influence of Benjamin Britten as teacher and guru in its Contemporary Composers' Concert, an important and, it is hoped, continuing annual event in the Festival's 15 days. But before long it became apparent that contemporary composers, or at least those who are drawn to, or adopted by, Aldeburgh, have childhood on their minds this year.

Children's literature was the guiding spirit, with first performances of two new works: Oliver Knussen's *Hums and Songs of Winnie-the-Pooh* and David Del Tredici's *Village Alice*. The Knussen is an unashamed and self-confessed nostalgia trip: an attempt to transmute into sound Knussen's own keenly remembered childhood responses to the Pooh stories. So, at the very beginning we have an aural representation of Pooh sitting "under the name of Sanders", and, at the end, a similarly spare vocal and instrumental rhapsody on the Cloud motif. The idea is whimsical to the point of coyness: the musical realization, Knussen being the vividly imaginative listener and meticulous craftsman that he is, is lucid and seductive.

David Del Tredici, the American composer whose recent obsession with Alice is becoming a tiresome and self-regarding exercise, reveals a less affectionate, more brittle and cerebral response to his readings of Lewis Carroll. In *Village Alice* his latest "fantasy" on the Mad Hatter's Tea Party, is unmistakably an adult's recreation, for adults, of an adult response; yet it is curiously childish, rather than childlike, in its rudimentary musical game-playing bits and pieces of "Twinkle, twinkle" and "God save the Queen" are juggled about by voice, folk and chamber ensemble in varying degrees of augmentation, diminution and the like, providing virtuoso feats for the high soprano (Dorothy Dorow) and obviously amusing some members of the audience, while boring others with its overlong, ultimately inconsequential games.

Benjamin Britten, who in works written both for and about adults and children in whatever permutation you can think of has revealed in his music more acute and deeply pondered reactions to childhood responses than probably any living composer, with the possible exceptions of Peter Maxwell Davies. Yet in this programme, a suite of incidental music written in 1939 for a BBC Children's Hour dramatization of T.H. White's *The Sword in the Stone* was not so much a celebration of personal response, as child or adult, or as an exploration of artistic stimulus. There is no attempt at "translation" here; rather a far more robust and self-sufficient piece of musical invention: instrumental writing to get your teeth into, local with some very wry and affectionate parodies of Wagner (a galumphing Mervyn) and Beethoven (Pastoral birdsong).

Oliver Knussen himself devised the programme and conducted some fine young instrumentalists forming the Aldeburgh Festival Chamber Ensemble. It worked well enough within its own limited frame of reference. But next year perhaps more time will be devoted to works of greater stature and necessity like Peter Paul Nash's *Insomnia* and Mark Antony Turnage's *Let us sleep now*. The latter won the newly established Britten Composers' Competition and both were also given first performances that evening.

Hilary Finch

*Broadside* is an all-women production company which goes out of its way to employ women producers, directors and technicians, thus providing work with experience, training and work which might otherwise be lacking. At such it is a notable example of the way in which C4 is fulfilling its brief to raise general, and not only minority, consciousness.

Further reviews of new poetry, child psychology and science paperbacks on page 38

Shells MacLeod

## Happyending

True Romance. By Jimmy McGovern.  
Everyman Theatre, Liverpool. Until July 3.

After the broad span and political angst of Jimmy McGovern's *City Echoes*, this two-hour cover of a short period in the life of a young couple, Paula and Stew. Their nights out on the cheap and nights in on the sofa lead with apparent inevitability to her pregnancy, an ill-assorted marriage, miscarriage, poverty and separation.

From the opening gambit where each asks the other "Are you working?", economic conditions influence all they do. But they are real people, not ciphers, and beneath their brittle tempers and violent quarrels is a genuine affection that leads to eventual reconciliation. The title, of course, refers ironically to teenage dream-fiction. McGovern's achievement is to give his pair an equally happy ending, without being sentimental or patronizing. Paula and Stew may live amid cigarettes, alcohol and takeaways, but they have a saving humanity and optimism. Angela Catherall and Mark McGovern seem ideally cast. The music is serviceable and Pip Broughton's direction is much more than that.

Timothy Ramsden

## Next week

Mary Harron investigates the feverish world of *Jackie and My Guys*. H.T. Dickinson reviews some new books about China.

Extra: Reading.

## Fourth fact of life

Tansey Lambert Is Dead, OK?  
Broadside Channel 4.

The ways of Channel 4 are exceedingly mysterious. No sooner do you open your mouth to praise than your eye is caught by something apparently worthy of blame. Or vice versa.

*Tansey Lambert Is Dead, OK?* was originally commissioned for the *Whatever You Want* slot, subsequently scheduled for transmission in the *Eleventh Hour* slot, when the youth of the country is assumed to be sleeping soundly in its bed. Ray Brennan's short drama is about the life and death in Bristol of an East End teenager, who never stood much chance of amounting to anything. Its target audience, as far as the writer was concerned, was young people from similar backgrounds. It was apparently told that the postmodernists and re-education were necessary because of bad language.

This is generally taken to be a feeble excuse, but the fact is that language gets people more worked up than practically anything else in broadcasting. A colleague of mine was recently told - this was BBC radio - that he could use the word "Jesus" or "Christ" but not the two in conjunction. Any writer who confirm that such absurdities are run-of-the-mill. They are in part a tribute to the power of the word (no wonder Roman Jakobson called language "the fourth great fact of life") but they are also a tribute to the organizational efficiency of Mary Whitehouse and her acolytes who marshal their troops at even the

mirage of a four-letter-word, while the rest of us, unoffended and silent, allow them to get away with wholesale slaughter.

Of course C4 may have had other reasons for their actions, reasons which accord more closely with my own opinion of the programme, namely, that it wasn't very good. If you are a kind person, this is not the sort of thing you say to a young writer of undoubted talent, especially when you have commissioned him in the first place. But it is just because I believe Ray Brennan to be talented that I must say it. The project was misconceived. Television cannot bear too much stylization, and the further it gets from (at least the illusion of) naturalism, the more uncomfortable people become. Even Steve Berkoff, and Brennan is aiming at that same tension between the brutal and the poetic in working-class life, wouldn't make it, though Ben Jonson might. The appropriate medium for this piece would have been fringe theatre.

The *Broadside* documentary programmes, on the other hand, have consistently been right there within the medium, knowing how to exploit the possibilities of report between participant and audience, while never losing sight (through skilful editing rather than opinionated commentary) of the "salient facts". The strength of this series lies in the marriage of subject-matter (the unqualified and/or inadequately explored) and the use of often unpalatable or otherwise disturbing facts are presented. Questions are raised as if to pave the way for further thought or action. The fact admission is that solutions (usually social problems) are hard to come by.

## BOOKS

## Interesting to whom?

Martin Chuzzlewit. By Charles Dickens. The Clarendon Edition. Edited by Margaret Cardwell. Oxford University Press £45.00. 019 812488 0.

So this is what Dickens scholars do all day! The Clarendon edition was conceived in 1958, and inaugurated in 1966 with the first volume, *Oliver Twist*. Martin Chuzzlewit is the sixth novel in the edition: it is such an inebriatingly painstaking enterprise that it takes the editors many more years to produce a text than it did the original author. Their recent labours have resulted in a stocky volume, well over three pounds in weight, and £45 in money: can it be a good buy?

The bulk of the volume is the text of course, but the scholars have made it very uneasy on the eye: they have peppered it with footnotes and reference numbers - sometimes as many as nine on a page. There is much relief in the brilliant Phil illustrations, retained from the first edition, but the descriptive headlines, which comment so sardonically on the text below, were a late addition, and so have here been consigned to Appendix E. Other appendices contain less familiar material: pages from Dickens' notebook, for example, where he tries out variations on a theme: Martin Chuzzlewit, Martin Swoesdew, Martin Chuzzlewit, Martin Swoesdew, and so on. It seems now an inevitable, and wise, decision to have discarded these; but perhaps Dickens should have retained the chilling motto he first chose for the title-page: "Yourselves the Actors, and Your Homes the Scene".

The editors have collated every imaginable version of the text. And there are many, for Dickens made innumerable revisions between manuscript and proof, between proof and printer, between edition and edition. It is these revisions, all of which are documented here, that are the *raison d'être* of the Clarendon edition, and the editors have thoughtfully collected some of the "more interesting readings" restored from the manuscript in their long introduction. But interesting to whom? Do I really wish to know that, while the number was actually being printed, Dickens changed John Westbrook's dinner from "guinea fowl and a tart" to "tender duckling and a tart"? And very few of the revisions are so bold as that. I enjoyed seeing the famous steak and kidney pudding scandal fully rehearsed in the introduction, with references into the literature that has sprung up around the vexed question of the indispensability of suet; but this is one error that Dickens revised for himself, in the manuscript of a later chapter, without the aid of the Clarendon team.

In short, it is hard to know what one can do with this edition, since it's obviously not a "reading-book" as infant children would so quaintly say. And even if you are into footnotes, strangely there are gaps: the most famous sentence in the book receives not one word of editorial comment. Dickens missed it, the prudish Forster missed it, the printers missed it; and here it stands today: "She touched his organ, and from that bright epoch, even it, the old companion of his happiest hours, incapable as he had thought of elevation, began a new and defiled existence."

Mary Jane Drummond

## Now you're talking

The Nature of Stuttering. Second edition. By Charles Van Riper. Prentice Hall £16.45. 0 13 03709 5. Stuttering. By Edward C. Conture. Prentice Hall £14.20. 0 13 85897 1. Let's Talk About Stammering. By René Byrne. Allen and Unwin £8.95 and £4.95.

Stammering, or stuttering as Americans call it, has been compared to the common cold. Both are catch-all terms for conditions which look similar but in reality differ greatly - and are quite resistant to treatment. The number of explanations of the nature of stammering is only surpassed by the variety of cures that have been advocated for it. The latter range from placing pebbles in the mouth and chopping out bits of the tongue to the current practice of constantly deflating the person with masking noise.

As a partially reformed stammerer, I can testify to the elusiveness of most "cures". The modest achievements of therapy are doubtless a function of our limited understanding of what stammering is. What is no doubt is that it is a major problem, affecting more than half a million people in Britain alone. For some the effect is merely so irritating, but for others it can grossly distort communication or make it virtually impossible.

These three books between them address the nature and remediation of stammering. Each will be found useful by its respective target audience. *The Nature of Stuttering* however stands head and shoulders above the others, and indeed above most books of its kind. Magisterial is the word that keeps coming to mind in reading it, but for all that it is lucid throughout and frequently elegant and entertaining as well.

Charles Van Riper is a senior citizen of the stammering word. Possessed of a crippling stammer as a young man, he progressed from struggling with his own speech to helping others similarly afflicted. The result has been a major contribution to research into stammering.

ing, clinical practice and teaching. His work has been instrumental in moving both thinking and treatment away from the quackery that for centuries has surrounded stammering - and still does in many quarters.

Van Riper is concerned in this book to understand the essential nature of stammering. The aim is to assemble all the available information about it and come up with a theoretical structure that make sense of the conflicting evidence. As a critical review it is a model of its kind. Unlike many American works of scholarship it displays an awareness of non-American research. An impressive array of research studies has been assembled and subjected to critical scrutiny. While studies are reported in a balanced and fair way, the penetrating analysis leaves one in no doubt as to the value attached to any given study.

This review of research can be divided into three sections: "facts" about stammering; people who stammer; and explanations of stammering. The first section has chapters on the prevalence and incidence of stammering, its onset, development and phenomenology, the loci of stuttering (ie the sounds or words on which it occurs) and its severity. Then there are two chapters on people who stammer, covering respectively self-concepts and characteristics. Finally, the evidence relating to different explanations of stammering is examined. This entails looking successively at six broad ways in which stammering has been seen: as a neurosis; as learned behaviour; as based on organic factors; as the result of disturbed feedback in the speech production mechanism, especially delayed auditory feedback; and as a disorder of coordination.

What emerges from this is a view of stammering as organic in its origins, not in the crude sense of defective speech organs but through being a disorder of timing. Fluent speech requires a complex pattern of muscular movements that must follow a precise temporal sequence.

## No eye looked away

Sikes and Nancy and other public readings. By Charles Dickens. Edited by Philip Collins. Oxford University Press £2.50. 0 19 281617 9.

"I don't think a hand moved while I was doing [the murder] last night, or an eye looked away. And there was a fixed expression of horror of me, all over the theatre, which could not have been surpassed if I had been going to be hanged to that red velvet table".

So wrote Dickens after one of his sensational readings of *Sikes and Nancy* in 1869, a year before his death. Since 1838 Dickens had made reading tours of Britain and America to immense success.

Most of the readings, from the Christmas books and the early novels, had been comic or sentimental; his decision to read the murder from *Oliver Twist* on his farewell tour was, he knew, likely to provide him with a stupendous climax to his reading career. He had considered including it in his repertoire as early as 1863 but had decided against it, writing to a friend that he had "got something so horrible out of it" that he was "afraid to try it".

It is well known that Dickens had wanted to be a professional actor, and that he had, by all accounts, great talents in that direction. His readings were an ideal opportunity to display all his talents at once - his versatility as an actor (playing all the parts), his genius as a writer, and his popularity as a public figure. He took great care over their preparation, painstakingly editing down passages from the novels, and rehearsing and perfecting the readings many times before giving them to



For God's sake! Bill!

From *Tinsleys Magazine*: Dickens reading the climax of "Sikes and Nancy"

the public. Prompt copies in large print were prepared for him, on which he marked passages for emphasis (multiple underlinings) and notes on theatrical effects ("Very Pathetic", etc.). A scholarly edition of these prompt-copies was published by Oxford University Press in 1975. Now its editor, Professor Philip Collins, has produced for Oxford's World Classics series an

admirable paperback edition of the most important readings. Philip Collins makes it clear that the readings played a very significant part in the last years of Dickens' life. Not only were they financially important to him, but it has often been argued that they interfered with his work as a novelist, slowing down the output of his last years. More important still, it seems likely that the strain of such intense travelling and impassioned reading contributed to his early death. Certainly his friends urged him not to read *Sikes and Nancy*, as it caused him such mental and physical strain that it would reduce his pulse rate from 72 to 124, and cause him to collapse. He was obsessed with the reading, however, and insisted on giving it with maximum commitment: as he made his way to the platform to give it for the last time he whispered to a friend, "I shall tear myself to pieces".

Three months later he had died; Collins records that only a day or two before his death he was discovered in the grounds of his home at Gad's Hill re-enacting the murder of Nancy.

Lynne Truss

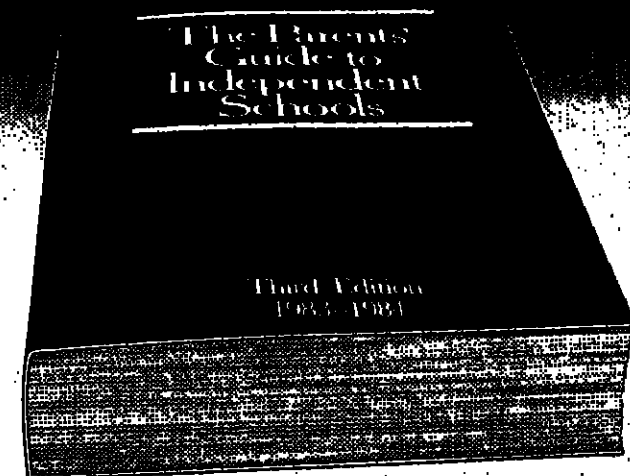
## Welsh quest

Poetry, politics, Arthurian myth and an ancient language are strands interwoven in the Welsh identity - a concept alterable according to circumstance: Norman invasion, the elevation of a Tudor to the English throne, the coming of industrialism. In *The Taliesin Tradition: A Quest for the Welsh Identity* (Black Raven Press £10.95) Emyr, Humphreys traces

Welshness from the time of Taliesin, the sixth century praise poet, to the rise of modern nationalism. In a style by turns fervent and poetic, but never less than readable, Mr. Humphreys provides us with a fascinating, often revelatory, study which should be required reading for anyone claiming the least degree of Welshness, but which sheds unexpected light for the student of English history too.

Heather Neill

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Seamus Hegarty



## BOOKS

## Entangled dualisms

The Modern American Novel. By Malcolm Bradbury. Oxford University Press £9.95. 0 19 212591.

Feature writers have a ready fund of Malcolm Bradbury jokes when it comes time to acknowledge a new novel or television play with a profile of Britain's best-known literary academic. Most of these one-liners are like "urban legends" - routinely applicable to any number of globe-trotting, high-media-profile intellectuals.

One, more consciously insider than most, maintains that Bradbury won his American Studies chair at the University of East Anglia on the strength of being the only candidate actually to have read Gertrude Stein's thousand-odd page novel of 1925, *The Making of Americans*, a thankless task and well worth some sort of recognition.

To call Bradbury's knowledge of the American novel encyclopaedic is gross understatement; only hyperbole will do, and it is easy to be lulled into uncritical admiration as the chapters of his new textbook study of American fiction roll by.

*The Modern American Novel* is a deceptively bland, unforthcoming little. Unlike *The City of Dreadful Night*, *Beyond the Waste Land*, *The Mythological Reality*, it gives nothing away. Bradbury's book differs from these in that it is concerned with the whole range of twentieth century American fiction. In seven chapters, well over a hundred authors are cited and there is even room for some detailed account of salient texts. At the end, Bradbury has provided a "selective" list of over 200 "major novels" by twentieth century authors (from Twain to Burt Foster).

Behind the consciously dull title and the painstaking textbook approach, it is clear that Bradbury is presenting a quite specific and ideological view of American writing. His primary concern is with the great political/literary issues of the century rather than with the books themselves. It probably isn't too unfair, for instance, to suggest that he has made a conscious effort to up the notoriously biased male:female

ratio in literary studies. Feminism (and the Virago Press) have changed our map of fiction permanently and rightly, though it remains difficult even now to see where to place figures like Ellen Glasgow, Edith Wharton, Djuna Barnes, even Erica Jong within the accepted history of modern literary study.

And it is just that accepted view which is the problem. Critics like Malcolm Bradbury, Tony Tanner and David Lodge (to mention only the British critics) have constructed a critical orthodoxy which is hard to avoid in the study of modern literature. Quite apart from being (mostly) a woman, Gertrude Stein is the archetypal Bradbury novelist and *The Making of Americans* her most important work; large, mandarin, complex, her chronicle of the Herland family marks the division between the grand social and historical vision of the realistic novel and the growth of aesthetic abstraction, self-contained and inward, which is the other main thrust of Bradbury's view of American literature of this century. Conveniently, *The Making of Americans* attempts more or less successfully to compress speculations about the fate of the social and private self with a concern for language and form which is the other aspect of the "divided stream" of American and most other modern writing.

As such, Stein's complex and frustrating book (as important in its way as *Ulysses* and *A la recherche* . . .), though unlike these almost unreadable) echoes perfectly Bradbury's view of what the novel should be. That perspective comes, of course, as much from his own fiction-writing as from his scholarship and this year we have the magnificent *Red Badge of Courage* to underline that about the twentieth century, it seems that the work contemporaries poses a problem or a threat to a writer who is directly concerned with the same problems as theirs.

A visiting scholar once commented that East Anglia was the only university he knew where teachers and students used words like "modernism", "liberalism", "postmodernism", and so on as if everyone would understand immediately and perfectly what was

meant. This is certainly a symptom of Malcolm Bradbury's impact on the debate surrounding these phenomena and as such demands careful attention. It is all too easy to replace a real understanding of particular texts and specific literary movements with a vague scenario of entangled dualisms. Bradbury's chapter-heads give a clearer impression of his real subject than the closer analysis of specific authors beneath them: "Naturalism and Impressionism", "Artists and Philistines", "Art-Style and Life-Style", "Realism and Surrealism", "Liberal and Existential Imaginations", "Postmodernism and Others". These give a fair taste of the combats and *ententes* of modern literature but also offer the dangerous temptation of "decade-styles" and the seduction of formulae like "spatial and expressionistic modernism" (of the twenties), "visionary naturalism" (of Stephen Crane), or "modernist pluralization" (of William Faulkner). These work on the ear, not the mind and convey little more than the kind of semi-coherent admiration that attempts to convey the power of any great book will induce. In their abstraction, they also imply that the real battle, the real interest, is elsewhere and that the books are at one remove from the criticism, instead of the other way around.

The risk of terms like these is that they may come to stand in place of any real engagement with the text. They are incantations, spells, incantations against reading. Bradbury has chosen his authors with greater care (though probably, by now unconsciously) than might appear from his range of material. We are reading about critical themes - liberalism, abstraction, the feminist revision - and not about books. If "Stephen Crane" automatically signifies "visionary naturalism" as in the old mock-psychanalytic party game, then we've stopped reading *The Red Badge of Courage* and are merely

Reference and text-books bring out the prig in all of us. They are inevitably shallow and hurried; any attempt at comprehensive coverage to take the place of profundity opens the way for vagueness and for more lists of omitted authors. The reality of a book like this is precisely why some authors have been omitted.

*The Modern American Novel* is a fine, eminently readable book but it finds an attitude that leaves us prone to the kind of pigeon-holing that damages our understanding and enjoyment of our own literature. The categories lie in wait for each new book as it prepares to appear. Three years ago, Norman Mailer reviewed a book (his own, and an attack on feminism) which had not yet been written. We risk finding ourselves in the kind of world Tom Wolfe and Stanislaw Lem have warned us of. No books, just reviews of them.

Brian Morton

If *Chambers Twentieth Century Dictionary* has seemed, in its most recent revision, the best single volume in its field, the New Edition which has just appeared (£9.95 until October 1; then £10.95) will certainly elicit that claim. As its editors proudly note, it now defines such contemporary phenomena as Lyndon Johnson and ideology ("the art of kidding") and yomp (but among the new examples of slang, following the trial blazed by Collins, Chambers now include biographical information by means of adjectives (Brechtian, Kafkaesque); the line between dictionaries and encyclopedias is blurring fast.

MC

It comes as a surprise to learn that the *Blue Guide to New York* (Erebus/Benn £13.95 and £7.95) is the first in a series of American city guides. Others will surely follow. Complete with maps and suggested walking tours, it is valuable not least for showing that there are delights, cultural, historical and gastronomic, beyond the confines of Manhattan.



After the BBC's Year of the French what more suitable than, from an unrelated source, John Ardagh's *Rural France: The People, Places and Character of the Frenchman's France* (Century £12.95), which captures its subject in pictures and breezily informative text. Above, a nun takes the waters at Vichy.

## OB stuff

The Oxford Book of Death. Chosen and edited by D J Enright. Oxford University Press £9.50. 0 19 214129 5.

Joining the Q of Oxford Books since 1900 - which began as more or less canonical presentations of the best in poetry or prose from the *OB of English Verse* that year, continuing through such various forms as *Mystical, Light, or Satirical*, or of English verse by centuries, and entering into other languages (*Poems in Verse, German Prose*) and out of them again (*Greek Verse in Translation*) - came in 1978 Jan Morris's *Oxford Book of Oxford*. That set a new, and stylish, style of OB, not so much a work of record to which to refer expectantly for a poem or passage ("It must be in the Oxford Book of . . .") as an artistic compilation presenting a panorama of the not quite expected, a view of fire-escapes or pinnacles looked down on or other unvisited vistas from a special vantage-point over the Oxford of the conventional reader. Its example prompted the start of *Small Oxford Books*, each only a hundred-odd, pretty pages of the not quite expected, a view of fire-escapes or pinnacles looked down on or other unvisited vistas from a special vantage-point over the Oxford of the conventional reader.

Here now is a second full-size Oxford Book in this new tradition of writer's notebooks on a particular topic: after the SOB stuff (exemplified above) comes, literally, the ultimate in OB (or Obit) stuff, D J Enright's commonplace-book on the place inevitably common to every reader, *The Oxford Book of Death*. Enright's piecing of pieces is as unpatterned and unpredictable as its subject. True, there is an arrangement into sections with headings such as "Definitions", "The Hour of Death", "Suicide", "Hereafter", "Revenants", but many of the dis-

tinctions could, like one's last breath, be drawn anywhere. The thanatology is not authoritative nor comprehensive (nor is it meant to be). Though much possessed by death, Enright does not quote from "Whispers of Immortality" or indeed anything (not even "Phlebas") by T S Eliot - as opposed to George (three passages); Webster himself is represented by four extracts, all from *The Duchess of Malfi*. (Most often cited, after Shakespeare but only just after Dr Johnson, is not surprisingly Emily Dickinson.)

The passing of Arthur Schopenhauer, there is no trace of *Balzac's Dead*, and little of *Belshazzar*, least of all in the introductory essays to each section by the editor which - if somewhat like the *Secular Reading Fellowship* notes on the salient points in the portions to be read that follow - contain many sage and stimulating asides.

The range of Enright's reading - from Epicurus and the first-century Buddhist "Description of the Happy Land" to Maritain and Peter Porter (whose poem included was actually dedicated to the editor, though Enright modestly does not print it) and Akhmatova - is only matched by the variety of fictional or poetical or factual accounts about death. It is awkward to recommend this book (not at all an enterprise in teaching with, still less for dipping into). But especially perhaps for those (like myself even after half a century) who have yet been spared direct encounter with the deaths of others - as a self-imposed instruction, means for meditation, a real prep for last things in a season like Advent or Lent, to read right through it would prove salutary, sometimes breathtaking, finally life-enhancing.

Richard Braith

## Among this week's contributors:

Mary Jane Drummond is head teacher of Holt House Infant School, Sheffield.

Donald Hawes is head of the Department of Language and Literature at the Polytechnic of North London.

Seamus Hegarty is deputy director of the National Foundation for Educational Research.

Lynn Marjoram is head of chemistry at Kidbrooke School, South London.

Naomi Mitchison's latest novel *Not By Bread Alone* has just been published by Marion Boyars.

Lola Potter is senior lecturer in the department of English, University of Leicester.

## Children's literature

## New broomsticks

My Favourite Book of Witches and Wizards. By Gillian Osband. Heinemann £4.95.

Spell Me a Witch. By Barbara Willard. Hamish Hamilton £5.25.

Tommy Dobb and the Witch-next-door. By Pamela Oldfield. Hodder and Stoughton £4.95.

The Witch on Holiday. By Margaret Stuart Barry. Collins £5.25.

The Witch's Big Toe. By Ralph Wright. Methuen £3.95.

It is rather alarming that there has been so much deflation of powerful myths over the last half century. It starts with Easter and Christmas, turning them into bargain basement, leaving only shreds of what they are really about. The fairy world condenses into garden gnomes or super butterflies. Witches and wizards, the winter wolf at the door, the crushing giant, all these must go through the same process. Powerful images are demoted into something laughable that only clever Jack can deal with. If you tell me this is done to protect children from irrational fears, I can only say nonsense. Children, if the archetypes are pulled down or whitewashed, will invent still more powerful and alarming ones for themselves.

I am only a couple of generations away from the time when witchcraft was taken seriously, though children were also taught that it was unwise to call poor old Mrs So-and-so a witch. But spells are still cast in outlying parts of the UK. Sometimes they work and usually are not nice. In some other countries witchcraft is something which everyone knows can happen, but can probably be guarded against.

So let us look at these witches for children. They are not the real thing. The attributes remain: the cat, the broomstick, the tall hat and black cloak. Perhaps the real thing, after all, is only for anthropologists or rather nasty grown-ups. Even the witchcraft of the white witch? No, not even that.

Let us see, then, what can be made out of today's witches. *My Favourite Book of Witches and Wizards* is a collection of stories, re-told and mostly well known, bits

of history, quotations, all tied together with pleasingly mysterious pictures or decorations on almost every page. It wanders round the world of magic, picking up scraps. With luck one might be able to work a piece of information from the *Witchcraft Dictionary* into a school essay, thus gaining a few magic marks.

And now for a really good read for the over-tens until well into the 1990s. *Spell Me a Witch* and *Barbara Willard* has just the right touch. Not that there is anything like genuine witchcraft, but the story of troubles in the select Academy for Young Witches and the working out of an unexpected denouement is beautifully told, with just that edge of irony which saves it from the occasional sentimental lurch. There is plenty of excellent detail on basic things like food, not of course out of a messy cauldron, but in a magically appointed kitchen where the main cat of the establishment lives, allowing herself not more than 12 human words a day. I much enjoyed the wording of the spells which had a kind of zany authenticity.

After that the stories are definitely for the under-tens and have had anything even minimally alarming so firmly ironed out that there is not much scope. *Tommy Dobb and the Witch next Door* is a good picture book: the story of a boy whose Mum is so distracted by housework that she doesn't even notice him or his beautiful sand castles. So the friendly witch turns him into various forms which really ought to get his Mum into a notching mood, but it's no good: even when he turns into a tiger. However, all is well in the end and Glenys Anbrus's pictures, going right across every page, are just the thing. But oh dear, imagine a witch taking so much trouble just to be kind!

*The Witch on Holiday* has also been sanitized, but is sometimes fairly funny. Wendy, heroine of *The Witch's Big Toe*, is a schoolgirl who has various witchy adventures, a cat, a hat and a broomstick of a sort. I suppose the word which in a junior title has some selling clout.

Naomi Mitchison

## Cosy and pleasant

Life in Britain. By H F Brookes and C E Frankel. Heinemann £2.25. 435 280414.

Any book purporting to deal with British life will almost inevitably fall back on a description of the institutions which inform our society. There is obviously a difference of opinion here as to what constitutes real life and this is further bedevilled by the position of the teacher. To steer a neutral course through the political intricacies of, for example, the Welfare State, the student's prejudices and one's own viewpoint is an impossibility. *Life in Britain* appears to be aware of that dilemma.

The book, it claims, "is full of factual information about life in Britain today but gives the student an opportunity to discover the reality underlying the statistics". The old chestnuts are there: housing, work, an unusual inclusion of women here, leisure-time; education, an excellent

chapter; and an important amendment to the "family" - mention of divorce and single parents. It is attractively set out, with useful photographs, maps and very accessible tables - subject of course to the mortality of any statistical analysis. It is a reference book only: there are no exercises, but a very comprehensive index, so it is ideal for dipping into. Classroom use would obviously depend on the imagination of the teacher. Although supposedly "particularly suitable for upper intermediate and advanced students" the language - and tone - is in fact more appropriate for a First Certificate candidate.

As an exercise in objectivity and balance it succeeds admirably, but I am nevertheless left with the impression that *Life in Britain* is cosy and pleasant but somehow not quite real.

Wilma Fraser

## Babywise

The New Good Birth Guide. By Sheila Kitzinger. Penguin £3.95.

The essential handbook for the modern pregnant family has now been updated, with inside information on individual hospitals and how to plan a guerrilla campaign against the ones which still handle a normal

birth as if it were a medical catastrophe. Excellent consumerism, campaigning with facts on an important, narrow and ultimately winnable front - but one can't avoid a sneaking sympathy with the mothers who were so happy to end up with a baby that they just sent Sheila Kitzinger an uninformative "Fantastic".

Virginia Makins

## BOOKS

## Parts of speech

Cassell's Students' English Grammar. By Jake Allsop. Cassell £3.95 0 304 30532 4.

Cassell's Students' English Grammar Exercises with Answers. By Jake Allsop. Cassell £2.25. 304 30533 2.

TOEFL Grammar Workbook. By Phyllis L Lim and Mary Kurth. Laurie Wellman, Consulting Editor. Arco Publishing Inc., New York £5.20 0 668 05080 2.

Understanding Phrasal Verbs. By M J Murphy. Hulton Educational £2.95 0 7175 1011 5.

Jake Allsop's *Students' English Grammar* is a big, attractively presented book, which is very reasonably priced. As he says, in its Introduction, one of its features that may seem startling is his use of traditional grammatical terms. But many teachers and students will be grateful for this. Despite inexactitude, the older terminology is more widely understood than the subtler descriptions used by some modern grammarians. Mr Allsop's approach is also conventional, beginning with nouns and their associated parts of speech, continuing with verbal forms and ending with sentence patterns and constructions. His rules, examples, simple drawings tables and lists are accurately and clearly presented.

## Pure and applied

Longman Illustrated Dictionary of Chemistry. By Arthur Godman. Longman £3.95.

This compact dictionary gives definitions of about 1,400 words which are, rather unusually, arranged by subject area and related meanings, in an attempt to facilitate understanding of an area. The words are, on the whole, well grouped within the subject areas. Individual words are accessed from an alphabetical index at the end of the book. Entries are typically about 50 words long and many include several cross-references, not all of which are helpful because of the different contexts in which the words are used. On most pages there are full-colour drawings or labelled diagrams of high quality which add considerably to the explanations given in the text and which make the book visually attractive.

The subject areas range from simple chemistry apparatus and techniques to quite advanced treatments of, for example, Colloids and Polymer Chemistry. There is a slight emphasis on inorganic and organic chemistry, both "pure" and "applied", and an adequate coverage of physical chemistry, although thermodynamics is omitted.

The publishers claim that efforts have been made to use simple vocabulary in the definitions, limiting it mainly to "about 2000 words in common use". This may be so, but the complex usage and sentence structures means that students may find the text difficult to understand. There are times when some precision could have been sacrificed for the sake of clarity, for example, "where (n) that property of a surface which causes it to shine when light falls on it". Additionally, some of the definitions seem rather misleading and, apparently, to evaporate a liquid it is necessary to boil it. (There is another, correct, definition of evaporate in a different section.)

The dictionary is intended for "senior O and A level students" but the subject areas included do not closely reflect the emphasis in modern school examination syllabuses, and given the complexity of the language used, the dictionary would perhaps be really useful only to the most able sixth formers, or those burdened with the kind of text where named organic reactions take place in "vessels" and "receptacles".

Lynn Marjoram

He gives sensible advice and information: the impersonal "you" is preferable to "one" in informal speech; model verbs are subject to changes of fashion - "That's got to be Simon" for "That must be Simon." In his matrix of verbs on the pattern of Latin prefix plus root, I wish he had managed to include "supersede" somewhere. The exercise book is a companion to the *Grammar* but it can be used separately. The answers contain a few errors ("cupful", "criterium", "phenomenum", "Liquify") but the exercises give plenty of useful practice.

The Test of English as a Foreign Language (TOEFL) is not as widely used here as in the United States although its value as an objective assessment in increasingly becoming familiar to admissions tutors in this country. It has three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension and Vocabulary. The *TOEFL Grammar Workbook* is concerned only with the second paper, which consists of multiple-choice questions of two kinds: completing sentences with the best words or phrases and choosing words or phrases that need to be corrected and rewritten. It is a no-nonsense, practical textbook that gives "Tips for TOEFL Takers" and "Seven Steps to Using this Book Successfully" and follows these preliminary pieces of advice with a diagnostic

test. The main body of the book is divided into Modifiers, Verbs, Pronouns, Basic Patterns, Style and Practice Tests. Grammatical explanations are precisely and economically given, followed by "correct-incorrect" exercises that deal with one point of grammar at a time. There are also quizzes at the end of chapters. Rules are stated more firmly than they usually are in textbooks of English origin: infinitives must not be split and "between" is used only with two persons or things. For its limited purpose, this book is admirable.

Phrasal verbs are probably the EFL student's greatest bugbear. Mr Allsop disconcertingly reminds us in his *Grammar* that we are constantly inventing new ones and giving new meanings to old ones. M J Murphy confidently says that learners who work their way through his *Understanding Phrasal Verbs* "will have a greater understanding of them." He is probably right, since he carefully classifies his examples and exercises, beginning, for example, with particles with verbs implying motion and continuing with "off" and "up" expressing complete senses. This is a helpful, straightforward textbook, which can be used either for private study or by the teacher to supplement work on an English course.

Donald Hawes

Comprehensive Office Practice. By Alan Whitcomb. Nelson £3.95.

A textbook particularly suitable for students taking CSE and RSA Office Practice examinations. It gives a wide coverage of all the likely topics in these examinations supported by many

instructive line drawings, photographs, and copies of specimen documents, etc. It is written in a clear and attractive style, and would also be useful on BEC and ScotBEC courses. It is companion to *Comprehensive Commerce* by the same author.

M J Harrison

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# EXTRA

## ENGLISH AS A FOREIGN LANGUAGE

### Tools of the trade

R R Jordan surveys study skills materials

Study skills, or English for Academic Purposes (EAP), is as yet an under-developed area in ESP, at least in terms of published textbooks. No study skills materials are listed in the first edition of the British Council Information Guide on ESP (April 1976) and only six items appear in the supplement (1978). This was written by Pauline Robinson in her excellent survey "ESP (English for Specific Purposes)" published by Pergamon Press in 1980 (£4.95).

In my article on study skills in the TES (February 11) which explained and discussed the content of study skills courses, I concluded by noting that more publishers are producing materials aimed at the study skills market. In this present survey I intend to show, by looking at currently available books, that EAP is no longer "an underdeveloped area". In fact, in the five years since 1978 there has been a dramatic increase in the number of study skills books published.

Probably the first book to be published in Britain on study skills in ELT was J. B. Heaton's *Studying in English* (Longman, 1975, £2.60; two tapes). Comprehensive, if crowded, in its coverage of study skills, the book addresses itself to the advanced level student about to embark on a course of studies in the medium of English. Useful advice is contained within the study skills subject matter. Although the appendix gives the transcripts of the talks, there is no answer key for the exercises.

It was not until 1980 that a similar comprehensive book appeared, covering the whole range of study skills (note-taking, efficient reading, using a library catalogue, etc.), that was intended for the intermediate-advanced student - *Study Skills in English* by Michael J. Wallace (Cambridge University Press Student's book £3.95, tutor's book £3.95, one cassette). A first-class book, attractively produced, it is full of clear,

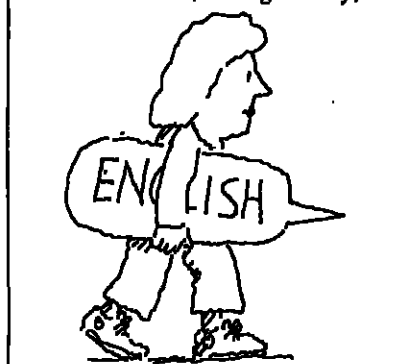
step-by-step, practical and varied exercises, with some interesting ideas on note-taking, both from texts and from the cassette.

In 1979 Collins launched the first British publisher to launch a "Study Skills in English" series. It started with *Listening Comprehension & Note-Taking Course* by K. James, A. J. Mathews and myself (£3.50, five cassettes), designed for intermediate-advanced students. By a sequence of graded lectures on the theme of study skills, with note-taking practice, combined with exercises on specific language points, the course prepares the student for English-medium studies. It contains a transcript and answer-key. (I shall refrain from commenting on my own books and merely describe them.) This was followed, in 1980, by my *Academic Writing Course* (£3.50). This focuses on the main components of formal writing (essays, reports, etc.) and in particular on the functions of

academic writing (description, definition, classification, comparison, contrast, etc.). It includes a bank of reference material together with an answer key.

In 1982 Collins continued the series with *Reading Comprehension Course* by D. D. Sin and B. Lauffer-Dworkin (£3.50). This is an advanced reading course which concentrates on giving practice to selected reading strategies in a variety of styles of prose, for example, distinguishing between relevant and irrelevant information, making predictions etc. It contains an answer key. Also in 1982 my own

and writing (including grammar and vocabulary), with the emphasis on the language functions of description (including process), instruction and narration. Now Nelson have published (1982), simultaneously, two books by Patricia L. McEldowney which will help students prepare for the JMB test and, more generally, for



academic studies: *English in Context: Learning Materials* (£3.50, teacher's book £3.50, 2 cassettes); *Practice for the JMB Test in English (Overseas)* (£2.10, Key £2.10, cassette). They are both admirably designed: clearly presented with a wealth of visual material. *English in Context*, however, would have benefited from the inclusion of an Introduction.

The JMB Test in English (Overseas) has, directly or indirectly, prompted the publication of a number of books that give practice in the language skills and functions that it tests. The kind of teaching that these books will foster should prepare students better for tertiary level studies than they have been in the past. One of the first such books, and the first in Edward Arnold's study skills list, was Janelle Cooper's *Think and Link*, 1979 (£2.25). It is an advanced course in reading and writing skills and concentrates on four areas of language use: sequencing, classification, comparison and contrast, and cause and effect; it reproduces a number of questions from the JMB test. It lacks, however, an answer key.

In 1982 Edward Arnold published the largest format book in this subject I have seen (A4 size) - *Patterns of Fact* by Judith Kennedy and Susan Hunsford (£3.30, key £1.00). Again, geared to the JMB test, it concentrates on narrative, description, process, and instruction for reading and writing practice for academic purposes. In addition, it contains a grammar and vocabulary section and sample papers for the written paper of the JMB test. It is well produced with a large number of good illustrations and diagrams. Edward Arnold's latest addition is *Text to Note* by Alex Adkins and Ian McKean (£3.95, key £1.60, two cassettes). The skills that it concentrates on for advanced learners are understanding and making notes from texts, charts, diagrams, and notes. The subject matter is generally for the non-specialist. The book is clearly produced and suitable for JMB practice. I wonder, though, if it is necessary, in material for advanced learners, to start the cassettes with all the separate sounds of English, spoken twice.

Paraphrases by Ray Williams, Longman, 1982 (£2.10, teacher's book £1.70, cassette) is another attractively-produced large format book for

advanced level study purposes, covering environmental topics in a variety of ways. It is particularly strong on study reading techniques and note-taking from talks; there is also plentiful writing practice. A very useful dimension is the discussion questions that lead out of previous tasks (discussion is one of the strands most often missing in study skills material). A smaller book, focusing more on the reading of descriptive texts and the extraction of information through information transfer exercises, is *English in Fact* by Michael Lucas, Heinemann Educational, 1981 (£1.95, teacher's book £2.25). The final JMB test practice book to be referred to here is *Skills in Action* by Derek Sellen, Hulton Educational, 1982 (£4.95, one cassette). A big book (188 pages), clearly produced, it covers the main areas of the JMB test. A tape script is included but there is no answer key.

A test of a different kind is catered for by the biggest practice book for tests that I have seen, the 500 page *Building Skills for the TOEFL Test of English as a Foreign Language* by Carol King and Nancy Stanley Nelson, 1983 (remarkably good value at £6.00, tape script and key £1.75, four cassettes). Although the book is intended to provide practice for the American university English language entrance test, it has a wider application with its multitude of exercises in listening comprehension, structure and written expression, and reading comprehension and vocabulary development sections.

It is pleasing to note that a number of foreign produced series from overseas have been taken by British publishers. Between 1980 and 1983 Nelson has brought out, in conjunction with the University of Malaya, the extensively researched and carefully planned and designed series *Skills for Learning*. The objective is to train students to extract information from textbooks and journals. There are four books in the course: *Foundation*, *Development*, *Progression*, and *Application*. The last three main course books are supplemented by *Reading Projects*, an ESP-type component; far, Science has been published. (Prices range from £3.25 to £3.95 for the students' books, and from £2.00 to £2.80 for the teachers' books.)

Another series of books developed overseas, in Columbian universities, is "Reading and Thinking in English", produced by a team of writers, directed by John Moore, edited by Henry Widdowson, and published by Oxford University Press in 1979 and 1980. There are four books in the series: *Concepts in Use*, *Exploring Functions*, *Discovering Discourse*, and *Discourse in Action* (students' books £2.75, teachers' books £3.95). They aim to help students to read texts, books, reference books and journals. Their coverage is extensive and they are attractively printed in two colours.

Another new overseas produced series, though the content is not confined to its boundaries, is *English for Study Purposes* by Jennifer Smith and Bernard Coffey for the SEAMO Regional Language Centre, Singapore (1982), published by Macmillan (Part 1 and 2, £2.50 each, teacher's book £4, one tape/cassette), together with *Teach in Study Skills*. The main

continued on following page

## Culture shocks

**Cultural Encounters.** By Carol Ford, Ann Silverman and David Holmes. Pergamon Institute of English £1.95 0 08 029444 8  
**Let's Get Talking.** By Gaynor Ramsey. Hulton £2.10 0 7175 11405

What is normal or acceptable behaviour? Native speakers differ in their views, but when foreigners do not conform to our personal ideal, we are all too quick to think them rude, abrupt, smug or downright corrupt. *Cultural Encounters* is a small book designed to help foreigners become aware of the pitfalls of social life in Britain and the US, and to prepare them for likely reactions to their behaviour.



It is in the form of 50 mini situations or problems a foreigner might encounter in public places, friends' homes or in class, for each of which four possible courses of action are suggested. The book does not set

out to prescribe rules of etiquette. Instead, students are invited to choose the most likely response (a) in their own culture, (b) in the UK or US (no differences seem to be anticipated here) and (c) in their ideal world - and then to speculate on the nature of the differences and compare their answers with the notes at the back which suggest how each response would be viewed in Britain or America.

Although *Cultural Encounters* can be used by students working alone, it would be more beneficial as the occasional stimulus for group discussion, either on a regular basis or as a time-filler.

*Let's Get Talking* is specifically designed to stimulate discussion in the upper intermediate classroom. The book is divided into twelve topic areas to do with everyday life (both specifically British and more general) such as homes, families, food, danger, crime, shopping etc. The talking points are triggered by a lively variety of photographs, cartoons, diagrams, advertisements and similar realia with related questions to focus the issues. Students are then directed to tasks such as interviewing, arguing for and against ideas, making decisions, form-filling and role-play. This is basically a resources book and although each section is introduced by texts giving background information and key vocabulary, language structures would clearly have to be introduced and monitored by the teacher.

Susan Norman

## For all seasons

**Using English.** By Pauline Robinson. Basil Blackwell £4.75 (Student's Book) 0 631 12953 7

Pauline Robinson aims to make advanced EFL students aware of some of the purposes and varieties of what is today a world language. She has divided her book into three sections: Variation in Language, including regional and sexual differences; Language Uses, such as persuasive journalism, speeches and bureaucratic jargon; and Style, where she considers, for example, the contributions made by vocabulary and grammar respectively. The subsections consist of texts, comprehension questions, discussions of the issues raised and exercises in writing the kind of English exemplified. Many of the texts come from African and West Indian literature and periodicals.

Miss Robinson points out that the chapters need not be studied in the order in which they appear, but a systematic arrangement would have guided students more surely through the complex subject she has tackled.

Donald Hawes

Continued from previous page

subject area is science-related and focuses on comprehension, interpretation, note-making and report writing.

A single practice book just out is *Organise Your English* by Anne F. Campbell, Hodder and Stoughton, 1983 (£2.95, one cassette). This is also attractively produced with varied activities, focusing on the visual and textual skills and combining them in information transfer exercises. It is supplemented by listening activities. This part would have been improved by indicating more clearly in the book exactly when the tape was to be listened to. It includes a tape script, teacher's notes, and answer key.

A number of books concentrate on one or two study skills, particularly reading in order to exemplify the main activity, writing. Two such books to appear from Longman that are both very well thought out are *Communicate in Writing* by Keith Johnson, 1981 (£2.40, teacher's book and key £1.20), and *Write Ideas* by Eric Glendinning and Helen Mantell, 1983 (£2.20). Both books have a similar coverage of language functions (description, argument etc.), and both make use of visual material.

In addition to all these books speci-

fically on study skills, there are also a number that, though more general in their application, have a bearing on study skills or contain relevant sections. There is only space to list them here. Among those for reading are: *Reasons for Reading* (1979) and *Strategies for Reading* (1981), in large format, by Evelyn Davies and Norman Whitney, Heinemann Educational (£2.50 each, teacher's book £2.75); *Intermediate Language Skills: Reading* by Frank Heyworth, Hodder and Stoughton, 1982 (£2.75); *Teaching Reading Skills in a Foreign Language* by Christine Nuttall, Heinemann Educational, 1982 (£5.50) - a very thorough handbook for teachers on all aspects of the teaching of reading. Some books on writing are: *Intermediate Language Skills: Writing* by Michael Carrier, Hodder and Stoughton, 1981 (£2.75); *Write Right* by Tays Zinkin, Pergamon Press, 1980 (£2.50); *Teaching Written English* by Ronald V. White, Heinemann Educational 1980 (£2.95) - another very useful handbook for teachers.

R R Jordan

(R R Jordan is Lecturer in Education and tutor in English to Overseas Students, Department of Education, University of Manchester)

EXTRA

## No need for isolation

In the last ten years the number of British graduates going into English language teaching overseas has risen dramatically. The demand for post-graduate courses and specialisms offered in this field in higher education has grown accordingly as anyone looking in the educational weeklies will see. Yet, although it has become an established educational field with academic respectability, paradoxically it does not have the status of a career for many of the professionals involved in ELT.

Although the private sector does provide some work opportunities, by far the most important recruiting body for the EFL teacher is the British Council. The Council recruits staff for its own ELT centres and also for foreign governments. In the ELT centres the aim of the operation is to provide a good service and to show a profit (or at least break even). The size and the very existence of the operation depends on its financial viability, and posts for this and other reasons are temporary. Work for foreign governments is usually part of an aid programme, and as such programmes are by their nature finite. As a result the ELT expert finds himself effectively with no career continuity and is further disadvantaged in terms of standard benefits for teachers in this country, such as superannuation and recognized job status. Furthermore, while engaged in work which is of clear benefit to Britain both in direct terms through the sales of British published teaching materials and in indirect terms through the promotion of English as an international language, thereby placing British businessmen at a linguistic advantage in the promotion of their goods overseas, the ELT teacher often does

not even enjoy the normal voting rights of British citizens.

Many teachers working abroad are isolated from colleagues working in similar situations and often feel unsure of their rights. It was to answer this need for an informational, representative and negotiating body that the Overseas Contract Teachers Association was formed in 1978. British Council permanent staff already had their own negotiating channel and the need for a similar body for contract teachers was obvious.

OCTA became a branch of one of the Civil Service unions - the Institute of Professional Civil Servants - in 1981. The British Council encourages contract teachers in their employment to belong to OCTB/TPCS and the two bodies are setting up a Joint Forum (JFOCT) to discuss all relevant matters. Major current issues are:

Superannuation: At present a proper occupational pension scheme is not available to overseas contract teachers. Conditions of work: Conditions of service offered by the British Council and other employers vary enormously from country to country and scheme to scheme. OCTB believes that work contracts and allowances should be standardized as far as possible so that everyone is put on a fair footing. Pay: OCTB believes that employers should always use clearly defined criteria for placing employees on pay scales. Locally-engaged staff: The British Council has always employed in its centres overseas a mixture of London-appointed and locally-engaged teachers. The locally-engaged were normally either local nationals or long-term residents of British origin. However, the present tendency is to

appoint more and more teachers on a locally-engaged basis even when they are directly recruited in Britain for the job. This development gives rise to serious concern because of the poorer terms of employment and reduction in the overall supervision from London of these terms.

There is no need for professional isolation - however geographically isolated the teacher may be. Membership is open not only to those currently working in a British Government recruited job overseas but also to UK-based teachers with overseas contract experience who can contribute expertise and experience on behalf of their colleagues. This also gives valuable continuity when members are perhaps between contracts, working or studying in the UK. There is a UK-based committee which meets regularly with a full-time IPSCS officer to discuss current developments on conditions of service, negotiations with employers, news from members and other relevant issues. Members both overseas and in the UK receive a newsletter to bring them up to date on these issues. Wherever possible members are encouraged to form local groups. All members are asked to attend the summer AGM where possible. This year the meeting takes place on July 16 at 2.00 pm in IPSCS headquarters 5-7 Northumberland Street, London, WC2 and prospective members are welcome to attend. Further information available from OCTB, 14 Derwent Water Terrace, Headingley, Leeds LS6 3JL.

Paul Barry

Paul Barry works in the English Language Unit, in the Dept. of Adult and Higher Education, University of Manchester.

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*Figures in Language* was published (£1.95, 2 cassettes). This is a workbook which gives practice for pairs or groups of students in describing and drawing non-verbal data, such as graphs, charts and figures. The latest Collins book is *Answering Examination Questions* by P. M. Howe (£2.95). It is suitable for students taking the Cambridge First Certificate examination and beyond. The purpose of this well-researched book is to develop the self-confidence of any EFL or ESL student who is faced with an exam in English. The many practical exercises develop self-awareness, analyse questions and the organization of answers, and generally advise on the preparation for an exam. An answer key is included.

One of the most significant landmarks in the field of study skills has been the development over the last 10 years of the JMB Test in English (Overseas) under the chief examiner, Patricia L. McEldowney. This examination is recognized for university entry purposes, and tests the skills needed to follow an academic course of study at tertiary level: reading, comprehension, listening comprehension,



EXTRA

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## Reading for a purpose

Reading Links. By Marion Geddes and Gill Sturtledge.

Heinemann Educational £1.75  
435 28055 4

Authentic Reading. By Catherine Walker.

Cambridge University Press Student's Bk. £2.25 521 28359 0 Teacher's Bk. £3.25 28360 4

International Language Skills. Reading. By Frank Heyworth.

Hodder and Stoughton £2.75  
340 25609 5

Authentic English for Reading 3. By Brian Abbs, Vivian Cook, Mary Underwood.

Oxford University Press £2.50  
19 45412 6

For some time textbook writers have been experimenting with the use of authentic texts. The reasons are obvious: in the past students often found that although they could manage the specially written comprehension passages in their coursebook, they were quite unable to tackle a newspaper or a magazine and the latter often covered what seemed to them far more interesting topics. But newspapers are difficult to read and students need to be trained, hence a spate of textbooks incorporating newspaper and magazine material. These kinds of text obviously involve problems (of register, for example), but, if handled well they can lead students towards a more subtle view of language.

Alongside this move towards authentic texts there has been a tendency to incorporate approaches to reading based on recent psychological research. All four books represent these trends. They are all aimed at the intermediate/upper intermediate level, although the confusion existing around these terms is evidenced by the different levels of text which they contain. It would perhaps be useful, then, to categorise them in order of difficulty, from the lowest end of the range.

Reading Links is based on the same "jigsaw" principle as the successful Listening Links. For those who are unfamiliar with the principle, it works like this: students are first given a reason for reading, a

problem to solve. They are then divided into three groups, each group having a different text or set of texts on the same theme. These are all neatly included in one book. The problem can only be solved when representatives of all three groups bring their findings together in discussion. There are ten units, the majority of them descriptive, each representing about two hours' work. The themes are current, youthful and international. There are also some useful teacher's notes. It is to be hoped that once a teacher has come into contact with the technique, he or she will be encouraged to create their own materials along the same lines.

Of the books that concentrate mainly on the reading skill, *Authentic Reading* seems the most successful. It is accompanied by an excellent teacher's book, which explains fairly simply the theoretical basis of the book - encouraging students to "build a summary" in their minds, as researchers have found successful native-speaking readers do. The book also has a key and many ideas for speaking and writing activities based on aspects of the unit. The student's book is well thought out. It is divided into six functional sections - instruction, description, processes, narration, persuasion and comparison. Students are thus encouraged to see that language varies with function. The 24 texts are diverse in theme, of a manageable length, with lines numbered for ease of reference. They are suitable as preparation for the revised Cambridge First Certificate Examination.

Students are encouraged to build their summaries by the use of information transfer techniques and clear diagrams are placed conveniently near the text. They are invited to guess intelligently at the meaning of unknown words and are given practice in dividing sentences - a useful way of highlighting the "chunking" process and stressing the importance of recognizing word-class. Finally, another positive point, when the student is being directly addressed, very straightforward English is used.

The same cannot be said of *Reading Links*. Based on the sound premise that one reads for a purpose, each

of the 14 units attempts to put the student into a role before reading, acknowledging, rightly, that one cannot otherwise create enough different purposes for reading in the classroom. The material used for this occupies a whole page and constitutes an additional reading task. It also asks the students to decide how they need to read the passage, skimming, scanning, etc., thus making them very conscious of reading skills. This is a different approach from the one above and may work well with certain students. My main reservation is that it is too "wordy". It is important not to deter students by making them wade through too many words before they get to the text. There is variety of theme, if not of function, most of the texts being descriptive. Although the vocabulary questions refer to certain lines, the lines are not numbered. There is no answer key so a teacher is indispensable. The book is well illustrated and there are opportunities for information transfer work. Each unit concludes with a productive exercise and a summary of the skills covered.

The most advanced language is to be found in *Authentic English for Reading 3*. Here we have a different kind of selection, broadening out to include poems, novels and autobiography. Perhaps contributing to the impression of difficulty is the length of the texts and the fact that they are always presented on one page, often requiring reproduction in very small print. Again lines are unnumbered. The exercises are somewhat crammed on to the facing page and although information transfer is used, students are expected to copy out their own charts and diagrams. Economics have obviously dictated this decision and indeed 20 texts plus answer key represent very good value. Vocabulary is less satisfactorily dealt with than in the other books. The texts have a very British flavour, including excerpts from *Alice in Wonderland* and *Cranford*. The book would, for that reason, be most suitable for students, probably adult, who want to enrich their knowledge of British culture.

Teresa O'Brien

## Initiation-response-feedback

A Training Course for TEFL. By Peter Hubbard, Hywel Jones, Barbara Thornton and Rod Wheeler.

Oxford University Press £3.95. 0 19 432710 8.

This practical handbook has been written for teachers of English as a second or foreign language teaching anywhere in the world, under any circumstances. (Introduction, page 1.) Given these claims, it is a pity the title of the book is "A Training Course for TEFL" with no mention of ESL, and that the authors do not discuss the EFL/ESL distinction nor any implications such a distinction might have for methodology (for example, the fact that attitudes to "error" and their treatment often crucially depend on whether the target language taught in the classroom is based on an "internal" or "external" variety of English in the country concerned). The authors suggest the book might be used as a textbook for both native and non-native speaking teachers undergoing initial or in-service training at home or abroad, as a source of ideas for a teacher trainer drawing up a programme, and as an introduction to the theoretical principles underlying the teaching of EFL/ESL.

It is a commendable feature that the trainers' teacher and the non-native speaker are kept firmly in mind as potential readers. Ideas are presented clearly with all unnecessary jargon avoided and there are stimulating discussion topics and practical exercises interspersed at

appropriate points throughout the text. A number of the exercises are linked to further reading assignments which should not only help to ensure that follow-up work is actually undertaken but also that the purpose of the reading is apparent to the trainee.

A wide range of topics is introduced - principles, techniques, aids, treatment of errors, lesson planning, controlled to free practice, pronunciation, recent approaches, testing, and techniques for problem classes. Such wide coverage inevitably means that some topics do not perhaps get the attention they deserve. Chapter two, on techniques, suffers in this respect, covering reading, vocabulary, writing, dictation, listening, songs and games. It is this chapter too that weakens the reader's claim to have introduced the reader to the theoretical principles underlying practice. The section on reading, for example, suggests a number of valid teaching techniques but does not relate them to reading theory. Reading skills are mentioned but not described or defined, nor is there reference to developing reading strategies (skimming, scanning, predicting, for example). Certain sections of the book may therefore need supplementing at appropriate points by the trainer, if the authors' stated aim is to be achieved of producing teachers who are more than "technicians" and who can appreciate the theoretical assumptions behind certain techniques. The authors do, however, engage with theory at more general levels and there is sensible, well-

balanced discussion of "notional-functional" and "communicative" approaches, with the author making, I think, the correct decision, given the readership, not to oversell more recent trends in ELT.

I would have preferred a more central position given to methods and classroom management with perhaps a chapter devoted to what actually goes on in classrooms, rather than distributing these aspects throughout the book. The first chapter, for example, gets trainees to look quite closely at the language produced in a traditional teacher-classroom. A number of observations emerge, notably the recurrent three-part pattern of Teacher-Initiation, Pupil-Response and Teacher-Feedback. It is only in chapter six, however, that the implications of these observations are developed and additional techniques introduced that might enable the pupil to contribute in the Initiation and Feedback slots. The topic of classroom management takes up only one section in this same chapter.

Used by a sensitive, informed trainer who can supplement and select where necessary, and guide the discussions the practical exercises should generate, it should be useful, if fairly conservative handbook. Its main advantage is that it provides a practical framework for trainees to work with, without being unduly prescriptive and hampering the development of an individual teacher's style.

Chris Kennedy

EXTRA

## Fitting the language to the subject

Charlotte Greig reviews some of the recent books on English for special purposes

ESP is big business: the demand for materials to teach students English for academic, technical and business purposes, as well as the publishers' interest in expanding their sales to companies running in-service training courses (a market which is potentially more lucrative than that of traditional academic establishments) have combined to create a new boom area in ELT.

The type of material on offer derives a lot from several trends in ELT research and practice, some more recent than others. Or rather, it ought to: there are courses on the market which ignore these developments and stick to tired learning routines which test the high level of motivation they assume, to a point where students' and teachers' endurance, and not their language ability, becomes the crucial factor.

Research into reading, writing and listening skills, dealing with questions about what happens in first language activity, and thus formulating approaches to teaching these skills in a second language, has contributed to the emphasis on study skills in ESP. New ideas about the dynamics of reading, in particular, have dispelled the notion that a knowledge of grammar and syntax alone can provide the student with the tools needed to study subjects in a first or second language: study skills must be taught in addition to (or better, as an intrinsic part of) language and subject-specific content. Activities that engage students in absorbing information, organizing notes, transferring information from one context to another, and so on, have been successfully devised as "study skills" components of some ESP courses; but where "English for Academic Purposes" becomes a "meta-discipline" in itself, it only burdens students with a new set of terms and procedures in addition to the dual content of the course (subject and language), instead of providing them with a methodology for studying it.

The communicative approach to language teaching has emphasised learner motivation and the need to devise material which will interest students both on the level of what happens in the classroom (role-play and simulation activities, etc.) and what happens outside it (the students' situation, activities, interests, and so on). The subject of ESP, working, provides a fertile source of material for exploring the latter. Teaching students about a subject, not about the language, but using the medium of an approach in some general ELT material for schools, as well as in ESP. However, certain ESP courses follow another aspect of the communicative approach, which is to devise narratives that the student will identify with. This is often less successful because, in the first place, it is so seldom that ELT writers create convincing storylines for young and teenage students (partly, perhaps, because adolescent interests are intended to exclude adults, so that adults cannot hope to understand them); secondly, informative texts and interesting tasks alone can give students the opportunity to learn directly about a subject in a professional way, picking up language skills "en route".

The books reviewed below fall roughly into two categories: those that assume knowledge of a subject and seek to teach the language relating to it as a subsequent and secondary skill to be acquired, and those that seek to teach the student new information about the subject itself. The success of the material does to a large extent depend on holding the students' interest by teaching new subject content and skills rather than by simply "translating" the terms, expressions and vocabulary of a subject from a first to a second language.

Whichever approach is adopted, there still remains a problem for the teacher, that of combining two subject fields. The extent of teachers' interdisciplinary training is usually limited, although companies do run induction courses for language teachers.

Teachers are likely to find themselves in the invidious position of knowing less about a subject than their students - a common enough experience, perhaps, but one which here may be unavoidable. ESP courses which take account of this must perform two roles: that of teaching the teacher about the subject and that of teaching the students about both their subject and the language they need for work or study.

English for Academic Uses: A Writing Workbook. By Judith-Anne Adams and Margaret A. Dwyer.

Prentice Hall £7.45 0 13 279653 8

This workbook sets out an approach to teaching study skills to students at a sub-technical, general academic level. The aim is to show students who already have a sound grasp of grammar how to use this in developing a wider "syntactic repertoire" and better "writing strategies" in English. However, the profusion of grammatical terminology and EFL jargon in the book, together with a tendency to classify types of study activity by name, presents a rather indigestible whole: explanations and instructions are often pitched at a much higher language level than that which the exercises and activities are designed to test. But for teachers whose students are well-versed in grammar and who endorse the notion of teaching set procedures for skills such as note-taking, this will be a useful book.

English for Basic Physics. By David Blackie.

Nelson £1.95 17 555 319

Designed for secondary school or university students, this book concentrates on providing the learner with a sound linguistic basis in particular topics or areas within physics. A short descriptive passage in each unit is followed by exercises such as might appear in a first language physics textbook, which involve skills like calculating, classifying, describing and explaining. There is also a second set of questions, more general in nature, connected to the text of the unit (for instance, "Explain why it is easier to float in water when your lungs are inflated"), which will stimulate an imaginative problem-solving approach to the subject and free, descriptive writing in English.

Nucleus. English for Science and Technology: Medicine. By Tony O'Brien with Jeffrey Jameson and David Kirwan.

Longman £2.70 0 582 57307 3

The Nucleus series claims to "ensure complete motivation through interesting situations and enjoyable language activities". While the book has its merits, this is not one of them. The reading and listening texts emphasise acquisition of technical vocabulary, terms and expressions, while most of the exercises follow the traditional pattern; useful, solid and intensive material, but hardly entertaining or highly motivating. The more interesting exercises involve labelling or drawing diagrams from information given in texts or listening passages. An enormous amount of technical vocabulary (names of organs, their location, function, and so on) is covered, so that the course could well claim to provide a very thorough basis in English for medicine.

English for Mechanical Science. By Hugh Templeton.

Heinemann Students' Book £2.50 0 435 28761 3 Teacher's Book £3.50 0 435 28762 1

This course serves as a parallel, supplementary or independent text in relation to *A First Course in Technical English* and is designed for intermediate level technical students who need to understand textbooks,

manuals and trade literature in their subject. Specific reading skills, such as relating diagrams to texts and understanding lexical items like symbols, abbreviations, and so on, have been selected as those which the passages should develop. The information is kept simple so that the subject-matter will not impede the student's progress in language learning, or confuse the non-specialist language teacher.

We're In Business. By Susan Norman.

Longman Student's book £2.95 0582 748720

An import/export agency is the setting for this intermediate level course for business and commercial students. Language is presented through a picture story, texts with related exercises, and a very wide selection of realia as a basis for language activities. Role-play, simulation and games develop students' oral skills, while the texts and visual material form the basis of interesting "job tasks". Commercial content and language items are introduced gradually so that the teacher can rely on sound, comprehensive coverage of business practice and subject-specific language skills throughout. However, some aspects of the standard communicative approach tend to detract from the "authentic" information texts and realia. In particular, the picture story dialogue is at best somewhat flat, and at worst rather forced, the business information being imparted under cover of friendly office chats. The photographs are good, but it is odd that in a course destined for overseas students, all the characters in them are white.

Five Star English. By Rod Revell and Chris Stott.

Oxford University Press £3.50 0 19 437641 9

In this course, research with tourist authorities has yielded comprehensive information about the trade; as a result the situations and activities are realistic. The course progresses from the limited language routines of receptionists and waiters to the more advanced skills of managers and entrepreneurs. Both specially-written and authentic texts are used as a basis for practising functions; the listening passages present a vari-

ety of accents, including foreign ones, both on the phone and face-to-face. Chapters on complaints and negotiation take learners through some of the hazards of the industry, although the polite tone maintained throughout may not be altogether characteristic. A serious, but not dull, professional approach.

Negotiate in English. By Gerald Lees.

Harrap Student's Book £2.95 0 245 53917 4 Teacher's Book £3.95 0 245 53919 0

Negotiation is obviously a central function of language, in which a number of factors, both linguistic and psychological, play a part: in this context, business negotiation, the factors selected are: entrance, seating, social conversation, language (good and bad practice), behaviour and tactics. Business people who have undergone training in sales technique should appreciate this dynamic approach to teaching the language skills of an important business activity. Exercises and pre-negotiation meetings in the units lead up to the negotiation itself, debriefing, written follow-ups and checklists complete the units. Though the introduction assures us that all units have been widely tested, I wondered whether the exercises were linked firmly enough to the central negotiation, and indeed whether students could, on the basis of the preparatory material, be relied on to produce realistic negotiations. Unfortunately, the book is only for "businessmen and business students" so business women will have to think again before they "Negotiate in English".

continued on following page

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EXTRA

# Jump a hurdle to the real world

Keith Morrow on a new RSA examination

For most teachers exams are a necessary evil. Necessary because their students expect or need to take them, evil because of the extent to which teaching has to become secondary to specific exam preparation. This is particularly the case in EFL teaching and examining, where recent moves towards communicative objectives as the basis of classroom work have led to a wide gulf between the language as she is taught and the language as she is often tested.

Where do the differences lie? Most crucially, communicative objectives imply *doing things* in the classroom which people do in the real world. What do people do in English? They read newspapers, listen to news bulletins on the radio, write letters, postcards or notes to the milkman, and they take part in conversations and discussions with friends and colleagues. They do not, on the whole, write thousand word essays on "A day in the life of a FI note", complete passages in which every tenth word is mysteriously left blank, or take part in

tense (and fortunately brief) "conversations" with a stranger about a photograph which the stranger selects from a pile and instructs them to talk about.

These, and other similar language exam tasks, have either or both of the characteristics which make them unsuitable as tests of language use. Firstly, where they are testing the language in use, the uses which are involved do not correspond to real life (eg the essay and the tortured oral exam). Secondly, they may not actually test the language in terms of its use at all. Techniques such as cloze testing are an indirect rather than direct measure of language performance. Of course it is argued (though not proven) that there may be a high statistical correlation between performance on some indirect measures and actual language performance. But because of the washback effect of testing procedures on classroom teaching there is no doubt that indirect testing and inappropriate test tasks are responsible for much tedium.

irrelevance and mis-directed effort in EFL classes.

The *Examinations in the Communicative Use of EFL*, developed by the Royal Society of Arts, are an attempt to meet these two problems. They are direct measures of the candidate's performance on a range of tasks chosen to reflect real-life language use. The exams are available at Basic, Intermediate and Advanced level in each of the four areas of Reading, Listening, Writing and Oral Interaction. Each area can be entered independently at any level, so the candidate is able to select his/her own performance profile to meet his/her own particular strengths or needs.

Each exam is based on a detailed specification of the *operations*, the *text-types* and the *degree of skill* which the candidate may be asked to handle. Operations are the specification of what the candidate is asked to do. In reading tests, for example, operations include "searching through a text to locate specific information" and "skimming a text to extract the gist". Both of these, it is claimed, represent authentic tasks which real people actually do when reading. The degree of skill which different language users may bring to the task will, of course, vary, and so more stringent conditions in terms of speed of reading, size of text, range and flexibility of processing are laid down from level to level.

A crucial feature is that the difference from lower to higher levels is based primarily on this degree of skill. What the candidate is asked to read may be in large part the same at Basic and Advanced levels. How well he/she is asked to read it changes.

Perhaps the most innovative of these exams, however, is the test of Oral Interaction. Here the two roles associated with the examiner in conventional oral examinations are split, and the exam involves an *assessor* and an *interlocutor*.

The assessor is appointed by the RSA to observe and grade each candidate's performance in the three parts of the exam; the interlocutor is normally a teacher from the school where the candidate is studying and has the role of participating with the candidate in two of the three tasks. The first of these is a face to face conversation between the interlocutor and the candidate, based on a situation which the candidate has had a few minutes to prepare, eg "Your teacher is planning to spend a week's holiday in your country and wants your advice about where to go and what to see." For the second and third tasks two candidates are paired. The second task is one which the candidates perform together in the absence of the interlocutor; in the third they must report back to the interlocutor what they have done.

This format is clearly not uncontroversial, especially in its use of candidate-candidate interactions. But the intention is to provide a more relaxed atmosphere than is normally possible, and also to provide the opportunity to test a wider range of language in use than the restricted and rather forced variety produced in the traditional format. So far experience indicates that both the format and the assessment criteria developed to evaluate the candidates' performance are extremely successful in practice.

The biggest problem facing new examinations of this sort is not to prove their inherent theoretical or practical worth; it is rather to persuade teachers, administrators and employers that there are alternatives to the well-known exams which, despite all their shortcomings, are well established.

Keith Morrow is Director (Education) of the Bell Educational Trust and Chief Examiner for RSA CUEFL examinations. Further details of the exams can be obtained from Miss H E Orchard (Secretary for Language) Royal Society of Arts, 8 John Adam Street, Adelphi, London WC2N (phone 01-839 2366).

## Cambridge gear shift

It appears to be the enormous increase in candidates for the First Certificate and Proficiency examinations (from 50,000 in 1968 to over 90,000 in 1981) that has prompted the Cambridge Syndicate to streamline both syllabuses and produce exams that can be taken in one day. Cambridge also points out the need for international mobility, movement away from "the British-based arts courses and inclusion of trends in communicative teaching as reasons for the modifications, but the central issue is that of entry numbers.

The basic philosophy of the examinations has not changed from the 1975 model in so far as they are still intent on testing spoken and written language skills, although the syndicate has taken into account advice from the British Council and included some optional literature in both exams on the grounds that British culture cannot be transmitted solely through the teaching of the language. The much-debated Section B on the Proficiency Composition paper disappears and the student is asked to write two pieces from a choice of five topics which now go beyond the original descriptive and discursive categories to include a directed writing exercise of the type found in the Use of English, Section C (which now vanishes) and an essay based on texts read during the course. For 1984, the books chosen for Proficiency are *Macbeth*, *The Great Gatsby*

by and *Roots*. The separate literature option will remain, although the marking of it will continue to be weighted towards content, while the literary essay on the composition paper will be judged in terms of language control.

Although this may appear to be a movement towards a more traditional course of study, the syndicate is at pains to point out that it is concerned to embrace communicative concepts too. While the fraught question of Paper 2, Section B has been, as far as many teachers are concerned, mercifully removed, the idea of interpreting nuance and the writer's intention will remain elsewhere in the exam, for one of the reading comprehension passages will now include interpretative work of this kind. The Listening Comprehension Test (lasting some 30 minutes) also reflects communicative, open-ended thinking, in so far as the passages at present read by the examiner are to be replaced by tapes, replete with background noises, unfinished utterances, emotional innuendo and all the non-linguistic signals of modern language teaching. This clearly raises problems not only of students being able to answer the multiple-choice questions on their sheets through the speaker's tone of voice rather than what he or she actually says, but also those of facilities and acoustics at exam centres. However the syndicate is confident

that these can be overcome.

The interview section has also been modified, now lasts 20 minutes and includes questions and answers about a picture, the reading of a realistic text and an examiner-inspired discussion, which centres may run in group form if they wish. However, the most significant change is that the Listening Comprehension and Interview together will now count for one third of the marks given in the whole exam, which gives a deserved advantage to the orally-gifted student, although the syndicate makes it clear that its marking, in terms of phonemes, stress and intonation, will have to be correspondingly more rigorous.

All in all, then, not much has changed. The Reading Comprehension will last one hour (25 sentences, 3 passages with 5 questions each), the Composition 2 hours (2 composition exercises) and the Use of English also 2 hours (the existing Sections A and B), which taken as a whole means that students will be able to be examined on one day. There may be teachers who fear that this trimming will lead to even more mechanical, exam-bound work in the classroom but the syndicate is clear on this one. They say their tests were never designed to level to which teachers should teach.

Paddy Bostock teaches at the Polytechnic of Central London.

continued from previous page  
Modern Office English. By Jacqueline Tison. Stanley Thomas £2.20 085950 345 3.

Designed for school leavers and students on foundation business courses, this book covers many aspects of the "life skills" courses that are now being taught in schools, colleges and training centres; the ability to perform organizational and administrative tasks is shown to be relevant to both personal activities and general office life. While this course is for native speakers, some of the material such as the chapter on new technology and communication skills or the section on transfer of visual information to written form, could be adapted for non-native learners. This is particularly true of the four

assignments at the end of the book, which employ the visual, spoken and written communication skills covered in the previous chapters.  
English for the Secretarial Student. By L. Gairde. Pitman £2.95 273 01842 6.  
Pitman Business English 2 Secretarial. By Susan Davies and Richard West. £3.95 0 273 017934.

For some reason, material for non-native speakers who need to brush up their English for their job or for examinations is often way behind the course material produced for non-native speakers. Student motivation is always regarded as a key element in ELT course design and writers at least try to include an interesting context or situation with stimulating activities even if they fail

Charlotte Greig

EXTRA

# Have pen, will succeed

Developing Writing Skills in English. By Doug Case and John Milne Heinemann Educational Students' Book £1.55 Students' Workbook 75p Teacher's Book £2.50 Cassette £3.00 + VAT

Writing Skills - a problem-solving approach. By Norman Coe, Robin Kyracraft and Pauline Ernest Cambridge University Press Students' Book £2.25 521 28142 3, Teacher's Book £2.25 28143 1

There has, until recently, been a dearth of good writing textbooks. Now, because so many foreign students need to study and write in English, attention is being turned to the difficulties of the writing process and the lack is being remedied. Both of these books represent reasonable attempts at dealing with what is undoubtedly the most difficult of all language skills and one which psychology is only now beginning to investigate.

*Developing Writing Skills in English* is the second book of a writing skills course which began with *Basic Writing Skills in English* by Jupp and Milne. Like the first book, it is designed for students in secondary schools, further and higher education and adults who have an elementary level of general English. It is written at a slightly higher level than the first one but it is not necessary to complete the first before tackling the second. A student workbook, which acts as a record of all written work done, is also available.

The authors are, of course, con-

cerned with continuous writing, a skill which, they rightly point out in their very useful teacher's book, is often left until the end of a course or omitted altogether because the students find it so difficult and make so many errors. Many teachers believe that students should not be asked to write continuously until they have mastered the sentence. But a text is not a succession of single sentences; it is a whole with its own rules of unity. Students can and should be taught these in simple form much earlier than is often supposed. Case and Milne are realistic enough, however, to realize that the acquisition of continuous writing skills can only take place over a long period of time. They therefore intersperse composition exercises with more everyday writing tasks which the students can perceive as immediately relevant, such as form completion, addressing envelopes, etc.

The book has a well-thought out and pleasingly designed format. Each of the six units contains several nicely controlled examples of the type of writing being studied, providing models for the later writing tasks. Vocabulary is introduced pictorially, wherever possible; grammar is presented and then practised by writing short texts. At least one aspect of written English is covered in each unit, eg spelling, punctuation, layout, cohesion or organization. Students are then given a writing task which practises these features. The exercises are short and varied and many of them are suit-

able for preliminary oral work. Peer-correction is encouraged and all the units finish with a listening exercise, giving an opportunity for six different variations on the dictation principle.

*Writing Skills* addresses itself to the upper-intermediate and advanced student and is suitable preparation material for the Cambridge First Certificate. Its sub-heading describes its approach, the rationale for which is set out in the teacher's book. The authors believe strongly that students learn a great deal by working in groups to solve a problem or make a decision. In this case the problems are created by the writing of text. Students are given alternatives and must discuss the merits of each. The alternatives might be connected with punctuation, linking words, attitude words, reporting words, sentence order, first and last sentences, paragraphs or whole texts. Eight different types of writing are covered in nine units, each of which contains work for three to four hours, half of it involving working on written text and the other half, writing, working from sentence level upwards. There is no attempt to practise structures; the whole emphasis of the book is on producing text, on making the student aware, through practice, of many levels of decision which are involved in writing. If it succeeds in doing this, it will have played an important role in a student's linguistic development.

Teresa O'Brien

## Ancient and modern Eng search

Meanings into Words (Intermediate) By Adrian Doff, Christopher Jones and Keith Mitchell Cambridge University Press £2.95 (Student's Book), £1.95 (Workbook), £1.25 (Test Book), £3.50 (Teacher's Book), Drills Cassette and Student's book cassette £7.00 each plus VAT.

*Meanings into Words* is a course at two levels: intermediate and upper-intermediate, which will be published later this year. Although it is not intended to develop particular examination techniques, the complete course will prepare students for the Cambridge First Certificate. There are five components: student's book, workbook, test book, teacher's book and cassettes (one for the Student's Book and one containing drills). Perhaps students would feel less daunted by the number of components if the workbook and test book had been included in one volume. Teachers will find it necessary to spend some time in understanding how to use the different parts of the course and how they relate to each other.

The authors' aim is "to integrate traditional and communicative approaches to language teaching." Broadly speaking, we have become accustomed to two kinds of EFL course: the structural, with its concentration on form and meaning, which teaches form and use but does not always relate them to meaning. Recognising the deficiencies of structural and functional approaches in isolation, the authors seek to ensure that in *Meanings into Words* the relations between form, meaning and use are perceptible to the student at every stage. Seven functional areas of language are covered: action, description, personal information, narration, past and present, comparison and explanation. Each unit in the student's book moves through careful stages. First comes presentation by various means (reading, listening, writing, interpretation and discussion). This is followed by controlled practice, including the manipulation of structures and the realistic contextual use of language. The third stage is free practice, which can comprise role-play and discussion. Practice in writ-

ten work is also given. Each unit ends with a reading or listening passage and comprehension questions. Take, for example, the topic of Direction, which is dealt with in the second of the series of units concerned with physical description of places, things and people. The student answers brief questions on possible directions he could take (for instance, if he were standing



near a tunnel) and completes sentences with appropriate prepositions. Other activities include answering questions on pictures showing directions, giving instructions on how to do such things as anchoring a boat, drawing and describing orally positions of objects in a picture, and giving and asking for directions based on diagrams and maps. The language learned in this unit therefore consists of prepositions of direction, expressing sequence in instructions and expressions for giving directions. Further practice is supplied in the accompanying test book and workbook and yet more suggestions are given in the teacher's book.

Teachers of adult students will have to handle tactfully some of the juvenile material that seems to be inevitable in today's EFL textbooks: the "balloon debate", ghosts, characters named Archibald and Anastasia, comic drawings and composition topics like "a narrow escape." But they will find that the course is systematic and thorough and that it successfully realises the authors' intentions of integrating grammar and communication.

Donald Hawes

## Firm foundations

Thinking English. Book 4 By Michael Thorne. Cassell Students' Book £2.35 0 304 30625 8 Teacher's Book £3.95 0 304 30626 6 (2 cassettes £12.50 + VAT)

I reviewed *Starting English*, the first in this four-part Foundation English course, sometime last year, so I was very interested to see whether this final book lived up to the early promise.

With the other, I was impressed by the balance in the treatment of the four skills, particularly by the emphasis placed on listening, although I felt that writing was somewhat neglected. It is true of this book too, but what might have been a deliberate policy to limit the amount of writing in a book for beginners, is a bit remiss here. It isn't that there are no writing exercises, just that students aren't taught how to do it. There's nothing on the features of written work. The "discussion" exercises don't exactly help or inspire students to speak either. As with so many beginners' books, the other was "structurally functional" (well, it doesn't actually admit it on the cover) although the emphasis is on nuance, implication and inference rather than the nuts and bolts. I noted that the other book was very fast-moving. The whole course must have been pretty

fast-moving to reach this level in three years.

*Thinking English* contains 20 units, each based on a main text, and the introduction suggests that between 9 and 11 lessons may need to be spent on each - rather a heavy load, since this adds up to about two-years' work. The aim is that the book is flexible and that teachers choose the units or exercises most relevant to their students' needs or interests. In practice, I fear that most teachers will feel the need to "get through the book before the exam" in their allotted school year, with the result that the better elements of the book will be skated over.

*Thinking English* is not a bad book. The intention seems to have been to prepare students for school-leaving examinations (the majority of which are still heavily grammar/comprehension orientated) and to encourage students to take responsibility for their own learning - a worthy objective. However, the lack of specific guidance in the Students' Book means that in practice (thanks to the excellent detailed information in the Teacher's Book) the information will probably be supplied by the teacher. Compared to the more lively approaches available at this level I'm afraid that I cannot recommend it highly. It is a solid book for use with advanced students, but it's not much fun.

Susan Norman

## Early English

Superbooks 1-3. By Ronald Ridout. Longman 0 582 51030 9, 0 582 51031 7, 0 582 51032 5, 70p each

Ronald Ridout is best known in this country for his English textbooks for native speakers and some people will also be aware of his word puzzle books for children. He has now produced a series of six word puzzle books ostensibly designed to provide additional practice for foreign children learning English in the first and second years at primary school. The books consist of copying, matching, fill-in and listening exercises (these last written by Diana Webster) and aim to consolidate language structures learnt in the child's first year.

While similar material at this level assumes that children may still be having reading and writing difficulties; the Superbooks are very lan-

guage-heavy, despite the many illustrations (which have an old-fashioned air compared to the modern alternatives). Book 1 plunges straight in by asking children to write full sentences and by page 11 they have to cope unaided (apart from picture prompts and a variety of written questions which themselves are likely to prove a stumbling block) with producing sentences such as *That's a lion* (indefinite article), *That's an elephant* (Pleaso, Miss, what is vowel), *Still in Book 1 they are expected to place the country named in a map of South America*. It might do for British children ("Good six to seven-year olds could probably manage it, but there are some quite difficult words," a native speaker teacher told me), but surely they are for somewhat older foreign children?

S N

Among contributors to the Extra:

Charlotte Greig was until recently an English language teacher at the Marylebone/Paddington Adult Education Institute. Teresa O'Brien teaches in the English Language Unit, Dept of Adult and Higher Education, University of Manchester. Susan Norman's latest book is *We're in Business* (Longman).

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## BOOKS

## Land, water and life

Neil Philip on new poetry

Elizabeth Bishop's 1976 collection *Geography III* opened with extracts from a school geography primer. What is *Geography*? they ask: A description of the earth's surface. What is the *Earth*? The planet or body on which we live. What is the *shape of the Earth*? Round, like a ball. Of what is the *Earth's surface* composed? Land and water.

Encapsulated here is the whole of Elizabeth Bishop's concern, from the early poem "The Map" which opened her *Complete Poems 1927-1979* (Chatto and Windus £10.95) to "North Haven", the splendid elegy for Robert Lowell which was among her last poems. Human experience is rarely approached direct, but apprehended through luxurious yet exact delineation of landscape and - particularly - seascape. Land and water. And somewhere between land and water, life. A vivid pictorial language expresses with dignity and wit a profound sense of the world's inexhaustible strangeness, strange familiarity. They are poems on which to brood; they cannot be possessed at a reading.

The still explosions on the rocks, the lichens, grow by spreading, gray, concentric shocks.

"First see a landscape", writes Gillian Clarke in her *Letter from a Far Country* (Corgi £3.25). The long title poem was written for radio: the landscape is Wales, the far country is memory. It is a delicately conceived, finely sprung piece, examining without rancour the women's historical heritage. The poems which accompany it confirm

Gillian Clarke's gift for sensuous description. She brings to the familiar subject matter of the rural scene and the breakdown of tradition a flexible humane response which produces intimate, alert, original work, asserting the value of the inheritance explored in the title poem. Describing the "Sheila na Gig at Kilpeck", for instance, she rejects the usual explanation for the figure's gaping legs, and, by implication, male views of female sexuality: "Not lust but long labouring/absorbs here."

Anne Cluysenaar's *Double Helix* (Corgi/Midnight £4.95) covers similar terrain, mixing Cluysenaar's relaxed poems with her mother Sylvia Hewitt's memoirs of a cramping Victorian girlhood to produce a carefully modulated, reflexive text which does not force its insights on the reader.

Charles Causley, whose lifelong exploration of "the map of clay" is charted in his newly reissued *Collected Poems 1951-1975* (Macmillan £4.95) published in the Poetry Book Society's excellent New Year Poetry Supplement (compiled by Alan Brownjohn, £1.50 from 9 Long Acre, London WC2) a poem, "Richard Bartlett", which embodies a similar theme. The subject is the poet's grandfather, a stonecutter, killed as "The overhang/ Shrugs off

a quiet sting of fate". Like Seamus Heaney in "Digging", Causley compares his own task to that of the labouring ancestor he celebrates. Bend to the poem.

Trying to find a place to insert the wedge.

Apart from this and two other uncollected Causley pieces, the *New Year Poetry Supplement* provides a handy sampler of contemporary achievement: two of the best poems, for instance, from Patricia Beer's accomplished collection *The Lie of the Land* (Hutchinson £3.95). It has more to offer than the bulky, often amateurish and tedious, *Arts Council anthology, New Poetry 8*, edited by John Fuller (Hutchinson £6.95). The larger collection does have some delights, though, for instance Andrew Motion's lazily alarming account of a flawed First World War idyll, "Bathing at Glymenopolis".

Northern Ireland is mooted as the source of new energy in British poetry. Seamus Heaney is the central figure, but he is flanked by Michael Longley, whose "A Lapwing's Egg" in the *New Year Poetry Supplement* is an exquisite miniature, and Derek Mahon, whose latest volume *The Hunt by Night* (Oxford University Press £4.00) carries, indeed, Heaney's enthusiastic commendation. Two eloquent poems sparked off by paintings,

"The Hunt by Night" and "Court-yards in Delft", seem to be the best things in it. There is nothing in *Trilo Poem 3* (Blackstaff Press £3.95), the work of three young Belfast poets, to match Mahon's formal darning and leashed energy, but with all three - Johnston Kirkpatrick, Peter McDonald and Trevor McMahon - one senses that the game of poetry is played in earnest: the poems have demanded to be written.

Padraic Fallon's *Poems and Verses* (Corgi £3.95), edited posthumously by his son Brian, also carries words of praise from Heaney. His work, both original poems and translations, does have a certain feisty appeal, but seems to me too literary to adequately serve its most interesting subject matter, rural Irish life and landscape.

R S Thomas's verse has the grainy quality Fallon's could do with, though the pieces in his *Later Poems 1972-1982* (Macmillan £7.95) concern not the Welsh peasants of his early work but the poet's religious life. They are mostly troubled, questioning pieces, which do not always yield comforting answers: And God though, Pray away Creatures; I'm going to destroy it.

They contain in their plainness a rebuke to Laurie Lee's easy lyricism, yet Lee's *Selected Poems*

(Andre Deutsch £4.50), for all their rhetorical extravagance, are an often moving record of the heightened sensibility of a boy "shot with England in his brain".

George Barker's *Anno Domini* (Faber £4.00) is a major work from one of our most consistently inventive and stimulating poets. A long prayer-cum-testament in loose liturgical verse, it provides a compassionate critique of contemporary society and its ills. Barker's sympathies are not with the authorities, with those who know they are saved, but with the "lame, the dumb" and any one else whom *Senecca* might have thought monstrous. The plea at both the beginning and end of this moving work is:

At a time of bankers to exercise a little charity -

There are two further poems in the collection. "Elegy" fixes affectionately in verse the poet's dead contemporaries: "lank Minton", the painter, "always with too much cash, lugging along a line of pretty boys/ randy and rowdy, some filthy and some flash"; "sober Eliot" watching "like a plain clothes police inspector/ the drunken human conscience rant and rave". The wistfully jaunty ballad "The Ship of Fools" makes a fable out of the same subject matter, with a comically resigned moral:

O long and late we boozed and and rogered at the game, and if we had known what we know now it would have been the same.

## Classificatory thought

*Children's Early Thought: Development to Classification.*  
By Susan Sugarman.  
Cambridge University Press £17.50.  
0 521 23845 5.

The ability to perceive and respond to similarities and differences in the environment is essential to survival and found even in lower organisms. In human beings the development of the ability not only to perceive similarities and differences but to reflect on them leads to classification abilities that are central to our highest intellectual achievements and has, therefore, been of great concern to developmental psychologists. In spite of this our knowledge of the development of classificatory thought in very early childhood has been limited. One of the main reasons for this lies in the traditional approach, in particular of Piaget and Vygotsky, in which tasks are designed to ascertain whether children can group objects in relation to one consistent criterion or more than one consistent criteria. When very young children's groupings cannot be described from this, the observer's, point of view, it is assumed that they do not constitute classifications, that the children's thinking is idiosyncratic or "egocentric".

The heuristics of Sugarman's studies reported in this book are more "child-centred": instead of analysing children's behaviour when confronted with an array of objects in terms of criteria an adult would use, she tries to determine what the children pay attention to; what the children confine her studies to what the children produce but also examines how they proceed; and she examines how the children's spontaneous behaviour with given materials. This approach has two advantages. First, it results in a description of very young children's thinking which is more positive - more in terms of their competence than their incompetence. Second, it enables her to detect developmental changes in the way the children conceptually structure simple sets of objects.

Sugarman finds that from the end of the first year to the end of the third year of life children's groupings are perceptually rather than conceptually driven. Though this confirms Piaget's claim she also finds that the perceptual strategies are accompanied by an increase in conceptual organization and that the children take more information into account in a more coordinated way than his account would indicate. She distinguishes four phases in development and finds that only in the first phase are the groupings genuinely "idiosyncratic" and based on children's individual schemes rather than on relations between the objects themselves. The next three phases show a development of class-consistent treatment of discrete objects culminating in the achievement by two and a half years of age of the ability to consider two bases of comparison at once. This indicates a much greater degree of competence than has been hitherto attributed to children of this age.

Susan Sugarman's work has a significance over and above that concerning the specific findings on the development of classificatory thought in the early years, very important though these are, for it argues that without these thinking abilities which emerge in the latter half of the third year of life children would be unable to count or develop a grammar. In addition the book is important in showing how productive the child-centred heuristic used by Sugarman can be.

Joan Tamburini.

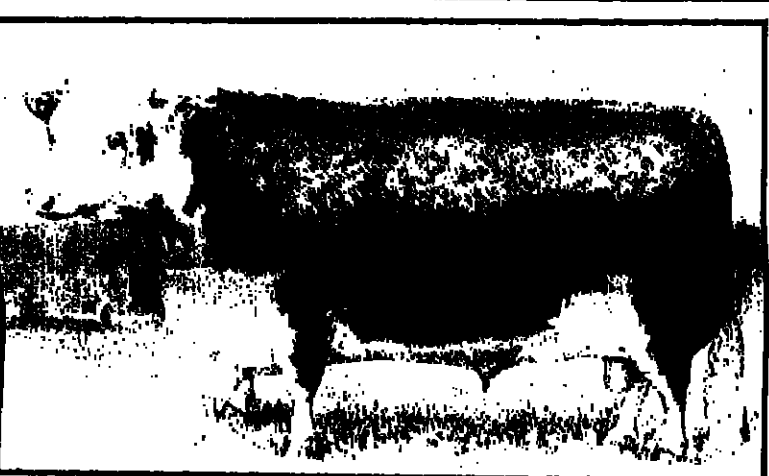
## Monkey business

Who are we? Just another primate species, or the unique triumph of evolution? Or, at least, just for the debating mill.

In *Wildmen* (Thames & Hudson £7.50) anthropologist Myra Shackley weighs up the evidence that we share this planet with close evolutionary relatives, possibly even penultimate ones. She details human (and reports of "primate UFOs" in China, USSR, and USA, and finds the evidence for their existence compelling. The *Monkey Puzzle*, by John Gribbin and Jeremy Cherfas (Triad Paperback £2.95) turns to "molecular anthropology" for clues to our ancestry. Comparative studies of the proteins and nucleic acids of man, chimpanzee, gorilla, orang-utan, and gibbon suggest various relationships between the five species, and a postscript written since the original 1982 edition further clarifies - or confuses - the picture.

The *Universe Within* (Harvester Press £12.95) explores the territory between, on the one hand, orthodox biology and, on the other, Chomsky, Piaget, Skinner, and others. The author, Morton Hunt, claims this territory for "cognitive science", the study of how people think. Interestingly written, for the general reader.

While some scientists investigate how humans think, June Goodfield thinks about how scientists investigate. In *Imagined World* (Penguin £1.95) she follows at first hand and through correspondence, an unusual but articulate research immunologist, "Anna", through her doubts and excitements, that daily grind of



Good Boy by Fisherman from Glaston by Sir Roger - a champion Hereford in 1886: an illustration from E. Heath-Agnew's *A History of Hereford Cattle and Their Breeders* (Duckworth £25), which offers those interested all they could conceivably need to know about this worldwide sub-species.

routine, and the intellectual struggle to find an underlying truth and to justify the search. As she leaves science with Bacon and Freud, and progresses from injecting mice to examining a leukaemic child, "Anna" grows increasingly "human", but the nature of our species and of the creative leap remain as elusive as ever. A two-page appendix updates the 1981 original.

An increasing number of people want a say in how science is conducted, particularly when all society is affected by the consequences of research. The *Gene Business* by Edward Yoxen (Pan £3.95) shares this concern, being produced in conjunction with Channel Independent Television's *Science in Society*. The book provides background information for the non-expert (cell ultrastructure, gene splicing, and recombination techniques, and so on) and goes on to discuss the impact of "the gene business" (and also the sometimes-forgotten pawns in the genetic technology revolution: ordinary, real, non-recombinant human beings).

sort of highly general history, and to do it well, an author has to be in complete command of her material which, on the whole, Caroline Bingham is. She has kept impressively abreast of historical reassessments such as the modern view that the fourteenth century King David I, son of Robert the Bruce, was not such a bad lad after all. Unfortunately, the risk of such histories, which the author does not avoid, is that it becomes breathlessly factual, of the "the Bank of Scotland had been founded in 1695, and

it was followed by the Royal Bank of Scotland in 1727 and the British Linen Bank in 1746" variety. Caroline Bingham probably achieves her objective of arousing in her readers a wish to know more about Scotland. That is a nice way of saying that they should pass quickly to the comprehensive but tedious list of 103 books which she provides - one of the more useful things about this book.

Neil Munro

When it was first published in 1971, *Latin America: Geographical Perspectives*, edited by Harold Blakemore and Clifford T. Smith (Methuen £12.50, 416-32830-X) dealt with a continent which had remained passive in face of the enormous changes resulting from the second world war. Since then, its isolation has ended, and interest in it has expanded, although it remains comparatively terra incognita. It will not remain so for anyone who reads this substantial volume. Régis Debray's *Culture of Political Reason* (Verso £18.50/\$69.10) 003-6026-95-7(3-0) interprets political

thought and action as products of human nature. Individuals, feel threatened by the external world and by death, so they escape by joining closed groups which provide the support to keep them going. Modernisation and Revolution by Bill Brugger and Kate Hannan (Croom Helm £5.95, 7099-0695-1) is a very interesting conceptual analysis of the relations between its subjects. Like his fellow in the *Plinders Political Monographs* series above, it is little more than article length at 57 pages of text.

Carl Sievin

## Competitive scene

Bill Hicks on the computer price war

Those who paid the going rate of £73 for a Sinclair ZX81 home computer when it was launched a little over two years ago must feel somewhat galled when they see the identical product for sale in High Street chain stores for less than £40.

On the face of it, however, the rapid fall in price of Sinclair and other makes of home computer, particularly in the last three months, should be good news to potential users of small micros - including schools.

At the time the ZX81 fell to £39.95, Sinclair's full colour computer, the ZX Spectrum, was reduced by £30 to £99.95 in its 16K version, and by £45 to £129.95 for the 48K model. Sinclair's prices tend to be a touchstone for the rest of the industry, and accordingly, within two weeks, Atari, Commodore and Texas Instruments each announced further reductions or special offers on their machines.

The 48K Atari 800, for example, is now £299, or £200 less than it was a year ago - while the less powerful Atari 400's price of £150 now includes introductory software and self-instruction materials previously adding £50 to the price. Texas Instruments' popular TI 99/4A - the price of which was cut dramatically last year from £300 to £150 - is also being sold with £50 worth of "free" accessories, while Commodore's VIC-20 (£140) now includes free cassette recorder and joy sticks for use with games cartridges.

Even now, prices are still considerably above the US equivalents, and there is a widespread feeling that they could drop by another 20 or 25 per cent before Christmas - probably, again, in one swift round of competitive cuts.

The economies of mass production - particularly of the IC "chips", which are extremely expensive to develop but extremely cheap to churn out once perfected - is one factor. Probably more influential at the moment, however, are commercial considera-

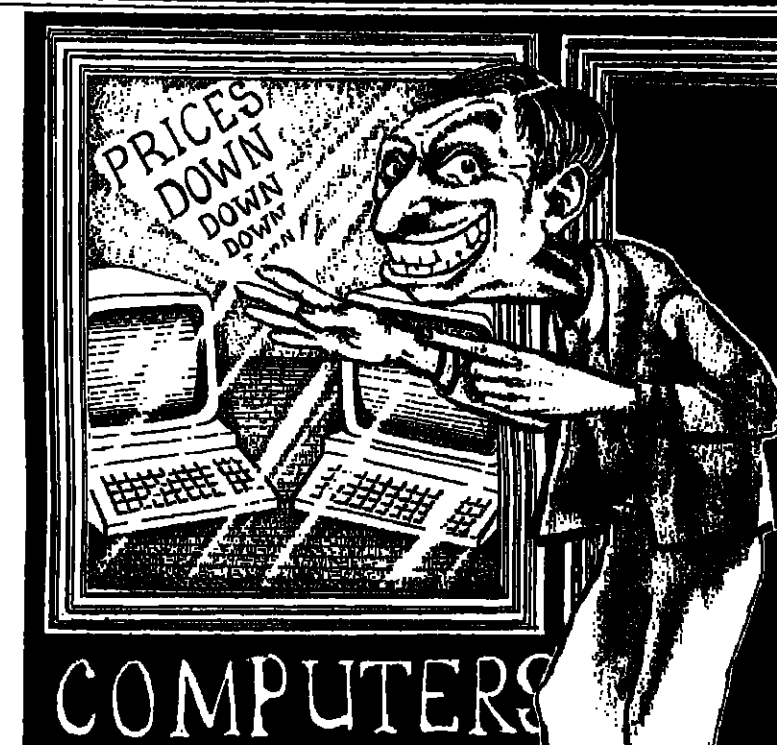
tions. Manufacturers and retailers sense there is a potentially vast market at stake, and are prepared to sacrifice their profit margins in pursuit of a larger share of the business. And, of course, once they have sold a computer at perhaps zero profit, they have a customer for peripherals and software.

These, significantly, have not been subject to anything like such dramatic price cuts, despite Sinclair's recent reduction of the ZX printer to £40. The long-awaited Sinclair Microdrive, which will be the first under-£50 100K disc unit, should change that, however.

For UK schools, the latest round of price cuts has come too late. They will not be reflected in the Department of Industry's "Micros in Primary Schools" scheme giving pound-for-pound assistance to schools which elect to buy one of three computer packages.

Of the three computers approved for the scheme, Acorn BBC Micro computer, Model B, Research Machines Link 480Z, and the Sinclair ZX Spectrum - only the last has been affected by the price war. Acorn has managed to keep out of the mêlée, with its BBC models A and B holding their respective £290 and £390 prices on their more exclusive, mainly mail-order distribution, (though the company is planning to bring out a cheaper model, the Electron, aimed at the mass home computer market later this year). Research Machines is similarly catering for a specialised market, and since about 1977 has been developing its Link micros specifically for schools.

Thus neither company is exposed to the same commercial pressures as, say, Sinclair - and, for what appear to be administrative reasons, the £30 price fall on the ZX Spectrum will not be reflected in the pound-for-pound assistance. The total ZX Spectrum package - with mono TV or colour monitor, RS232 interface, cassette



recorder and computer tray, will still cost £346 plus VAT (mono) and £472 plus VAT (colour) - of which £173 and £236 are refunded.

Of course, schools wishing to buy extra Spectrums, for use with this package (up to eight machines can be networked using the RS 232 interface) or independently, will benefit from the cut in price.

The primary schools scheme followed a similar scheme for secondary schools, which enabled all 6,700 secondary schools to buy an Acorn BBC Model A or Research Machines Link 380Z computer half-price. The DoI is now introducing an extension to that scheme, offering selected items of peripheral hardware, add-on memory packs and software with a similar subsidy, to use with these computers.

The main thrust of the new scheme will be to help secondary schools bring their hardware up-to-date - thus bringing the price of a complete package, including monitors to replace the black-and-white sets of the original scheme, and the Walters Microsystems International dot matrix printer, for both computers. The 380Z package includes an RGB board which increases

its memory to 56K bytes, upgrading it to 480Z standard, while the BBC package includes memory upgrade from Model A to Model B and disc interfaces. Full price for the packages are £600 plus VAT (Research Machines) and £700 plus VAT for the BBC.

Further options include half-price add-ons such as the ingenious VELA, a computer-compatible, multi-function measuring instrument designed by the MEP team and made by Educational Electronics, and the "Buggy" robot with software to use with it.

The prices of this type of specialised hardware are not likely to be affected by fluctuations in the volatile home computer market, and schools would be wise to take advantage of the schemes while they are still available. On the other hand, many schools are finding one, two or three micros are not nearly enough to meet the needs of even one department as the use of micros spreads into more subject areas. Individual teachers should be aware of the many new, extremely powerful machines which are arriving in High Street stores - even toy shops.

## Photographic instances

Liz Heron visits the ILEA's Cockpit Gallery

Proof that photography is thriving in education and community projects, despite trimmed down funding, is to be found at the ILEA's Cockpit Gallery.

*Looking Out*, a series of workshops and displays spanning four weeks, has assembled work by young people from all over London, as well as creating a forum for teachers and community workers to share ideas.

Just a few years ago it was higher education that set the agenda for social documentary photography of this kind. As photographic work on degree and diploma courses began to engage more directly with social issues and with media studies, there was a greater collaboration between student projects and the work being initiated in schools and community centres. The Cockpit Cultural Studies Department was something of an intermediary.

Visitors to the gallery as *Looking Out* got under way could see a selection of work in progress and exhibition material from Sacred Heart School, Aylsbury Day Centre, Blackfriars Photography Project and Northchurch Daycare Centre, as well as examples of the Cockpit's own projects, and others from Camerawork in Bethnal Green, and from Hackney's Centreprise.

The opening session was a discussion of practical methods being used to teach photography. Participants looked at teaching materials being devised by a group of workers from different projects.

How important was it to go beyond equipping young photographers with basic know-how, to a stage where they could pursue an interest in complicated technical processes as useful knowledge in itself?

Clare Grey, who teaches photography full time at Sacred Heart School, described her constraints. Photography had become such a popular option with third year pupils that it was difficult three years ago to give them all an opportunity to do it, by timetabling 10-week blocks of painting, pottery and photography across the year.

Ms Grey has to stretch her budget by making fine calculations on the price of photographic materials. Economies are made creatively by working on photographs as an initiation into the darkroom, and then by building engagement more directly with social issues and with media studies, there was a greater collaboration between student projects and the work being initiated in schools and community centres.

Some examples showed how pupils had made simple sequences of photographs telling a story. The exercise had been made more playful and instructive by drawing two narratives from the same sequence, simply by writing different captions under each picture. In this way, an illustrated set of instructions on how to make ten could also become the suspenseful story of a prisoner at work.



From the Hackney Downs Unemployed School Leavers Project

In contrast, Centreprise Young Photographers, a group ranging in age from 12-18, have the resources to buy more sophisticated cameras and be more extravagant with film stock. They have funds from both Hackney Youth Office and Capital Radio.

The technical standard of their work is high and shows great attention to detail as well as humour and imagination. Photographs are used in lively collages with jokes and poems destined for a community newspaper, there are photo-essays on BMX bikes, on city farms and environmental pollution, and, more personally, the group's members have frequently turned the cameras on one another.

Youth unemployment features increasingly in community arts work, as it does with school leavers. One of the workshop sessions set out to look at the ways photography is being used in this area. Bob Hills and Jo Barnett work for the Aylsbury Community Arts Trust, which is funded by Urban Aid and based on a huge south London housing estate.

They have worked with a group of six young people on a "Diaries" project - recording how an average day is spent, and conveying how the details of small insignificant events, and time itself, assume different qualities in a non-working day.

A number of workshops for girls and young women were planned. Another topic on the workshop agenda is the politics of young people's photography and how it relates to the community arts movement. In this context young people's awareness of how youth is seen as a problem is tellingly reflected in "The Stitch-Up" an impressive double story-board (two sides to the story) on getting into trouble with the police.

Identity, whether through membership of a style sub-culture or within a specific ethnic or cultural group, is another common theme in young people's work. One of the most ambitious of these projects is "Home, School, Work" which three young people tackled as a Cockpit project.

Y T Man was born in Hong Kong and came to London at the age of eight. His photo-record of his family was started while he was at school, and was completed at Southwark College after he began a course in design and photography. More than a family album, it is a kaleidoscopic survey of daily life at home and at work, and of history spanning several generations.

The scope and diversity of the work currently on view at the Cockpit suggests that it is in the area of young people's photography that some of the most exciting and vital aspects of the community arts movement are being sustained.

*Looking Out* continues at the Cockpit Gallery, Princeton Street, London WC1 (01-405,5334) until July 5.

## Absorbing computers

Virginia Makins reviews a Computers in Education Yearbook

Computers and Education World Yearbook of Education, 1982/83  
Edited by Jacquetta Megarry, David R F Walker, Stanley Nisbet and Eric Hoyles  
Kogan Page Ltd, £15.95

*Computers and Education* is a good topic for the rather unsatisfactory World Yearbook of Education format: the subject is timely, controversial, and reasonably manageable. Provided you forget about the world bit - gestures to countries other than Britain are perfunctory - this one is a thought-provoking collection of views, case studies and problems.

One strong impression that comes from the contributors - many of whom have specialized in computer education since the early mainframe days - is dissatisfaction with progress so far. Eric Hoyles's catchphrase that computers are a solution in search of a problem is borne out by many other articles. The main hope seems to come from work with handicapped and brain-damaged children - but the successes often depend on highly sophisticated software and hardware which allows the children to explore and communicate ideas and develop skills.

Of course there are many other promising avenues - from specialized ones, such as the marriage of sophisticated graphics and data-processing in geography or the use of simulations in teacher-training, to wider ones such as the varied and exciting possibilities for LOGO systems and the potential of new technologies for distance learning. The possibilities for computers being used to encourage children to think, to explore hitherto pretty inaccessible areas, and to make knowledge their own, can already be glimpsed.

But, whenever a contributor comes back to the impact of computers on schooling in general, one is rightly and forcibly reminded that it will take major changes in attitudes and structures for them to make much of a dent. Again and again, the articles return to the need for more and better training to familiarize teachers in service with computers and their possibilities. One interesting contribution deals with computers and teachers' unions, and points out that the impact of new technology on teachers' work has yet to be felt.

The clear message is that teachers must rethink their jobs and they are not to become - as one chilling study from the United States describes - managers of an imposed curriculum delivered and monitored by computer, or alternatively purveyors of what children, parents and employers will increasingly see as irrelevant educational methods.

In the next few years it will be possible to absorb computers into traditional classrooms and methods without too much difficulty. It is crucial that those years are used by the majority of teachers to start thinking about the potential and dangers of computers in education, and the impact of computers on their own work and their pupils' lives. They must "develop and capitalize on those skills which are not easily replaced by electronic devices", as Jacquetta Megarry puts it. For anyone organizing an in-service course on computers, several of the articles in this book - or even the excellent summaries of those articles - make a good starting point for that thinking.

## Correction

In our issue of June 10 we mistakenly attributed the review of "Biology of Molluscs" to John A. Barker. It was in fact written by P.J. Baron.



## RESOURCES

# Little black dresses with simplicity and style

Hugh David at the new Gallery 40, Victoria and Albert Museum

Always one of its most popular attractions, the Victoria and Albert Museum's Costume Court closed five years ago for repair and extensive refurbishment. Now it has been reopened, re-roofed and totally redesigned at a cost of something approaching one million pounds. Gone are the old-fashioned anecdotal period tableaux crammed with dressing tables, fussy props and other trimmings. In their place is a new simplicity - modern showcases with individually-designed mannequins displaying each outfit to best advantage.

Gone too is the name "Costume Court". Henceforth, Gallery 40 houses just the V&A Dress Collection. Museum Director Sir Roy Strong talked about these changes at the formal opening of the gallery last week. Both, he said, were reflections of a "new seriousness" in the study of dress. The current trend was towards an "anti-theatrical, anti-camp" style of display which allowed the collection to be seen "in its true terms", a style which concentrated on fabric, cut and the overall silhouette.

Whatever the terms used to describe it, the collection is still a fabulous parade of fashionable dress over the past 400 years. The earliest item on display is a simple boy's shirt dating from the 1540s, among the latest an elaborate black and gold evening dress designed and given by Zandra Rhodes, whose style ironically

stranded display of more than 200 figures, about one third of the museum's total collection. There is a doublet reputed to have been worn by James I, a dressing gown which belonged to the founder of Coutts Bank, the Viscount



Evening dress, late eighteenth century. English and French

ness Brackley's 1905 going-away dress, a suit once worn by Sir Max Beerbohm

check from the wardrobe of the Duke of Windsor.

Describing a part of the collection, the V&A's Madeleine Ginsberg stressed the "superb quality" of nearly everything on display. All the Victorian women's dresses, she said, had been made by supremely competent dressmakers. One in particular, a spectacular maroon and grey outfit in English figured silk, had even been made in 1849 or 1850 for a certain Sibella Frances Cookson, who had been married in 1847 and died in 1853. Stunning though they are, at the press view it was not the dresses from previous centuries but the contemporary collection which excited most

comment. A selection of gowns worn by society beauties in the thirties and forties (a collection donated by the late Sir Cecil Beaton) leads into a fascinating display of men's and women's clothes from the sixties and seventies.

There is a lime green day dress and jacket by Ungaro dating from 1960; there are shirts and corduroy suits by Mr Fish, and kippie ties in profusion. Pierre Cardin's scarlet 1967 "Cosmos" day outfit, comprising tabard, jumper, skull cap, sun visor and boots, stands near a raffish man's town outfit of the same period, worn and now donated (not perhaps without a shade of sartorial embarrassment) by Sir Roy Strong.

And ironically, it is probably these outfits which best exemplify the museum's new approach. Although many of us might still have comparable clothes - or at least chain-store versions of them - screwed up at the back of our wardrobes, there they are - museum pieces, lovingly displayed in temperature and humidity-controlled showcases in just the same way as the more fragile, frothy creations of previous centuries.

Another innovation in the new gallery is the provision of space for temporary exhibitions. Currently filling it is a show called "The Little Black Dress", a glittering display of twentieth-century women's cocktail outfits by designers ranging from Lucille to Main. The "Little Black Dress" is a new addition to the museum's collection, made in 1849 or 1850 for a certain Sibella Frances Cookson, who had been married in 1847 and died in 1853. Stunning though they are, at the press view it was not the dresses from previous centuries but the contemporary collection which excited most

## Design folio

by Ted Heasman

Design Projects by John Jeffrey and Nigel Billington: Totems, Heavy Plant, Wire Modelling, Medallions, Resin Mats. Testaments Cambridge University Press.

CDT teachers will have cause to thank the authors of this series for the thought and effort that lies behind it. The results of practical workshop experience tried, tested and developed, are set out in a very convenient form.

Each project is divided into four sections. Cards one and two contain data and ideas for the development of design awareness through a variety of activities. These build up an understanding of form, structure and proportion from which the students are encouraged to think divergently.

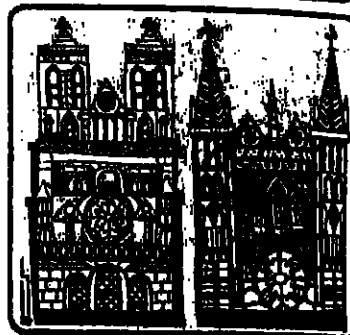
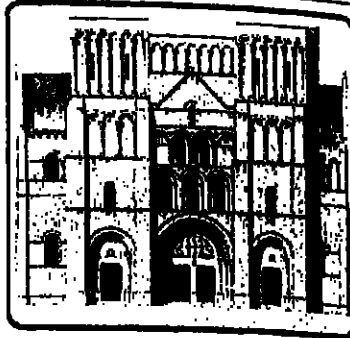
Cards three and four set out essential technical and skill instruction, including trial exercises which help the students to rationalize their own design ideas into practical plans. Workshop techniques and safety are explained on card four.

The projects emphasize initiating and communicating design ideas through observational drawing, sketch designs and 2D/3D modelling. The use of mock-ups, design folios and working drawings is also encouraged. Each pack also contains useful teacher's notes. The series is suitable for a wide range of age and ability, and can be adapted.

One aspect of design, which is missing in any emphasis on evaluating the design - whether in the mock-up stage or at the final realization. Students need to be reminded constantly about evaluation for all too often they will be content with their first idea. Development and refinement are the hallmarks of a good designer, so critical analysis needs to be developed as much as practical skills.

Project one, *Totems*, is an interesting attempt to bring something different to practical woodwork lessons. Basic skills can be taught through this project, and essentials of the design process, stressed. Proportion and balance, and surface decoration as part of the overall design, are important problems that can be discussed on the way to the final design realization.

The *Heavy Plant* project introduces metalworking techniques and simple mechanical principles. The authors have provided a surprising amount of basic metalwork theory in a very small space, with a well-



From the 'Resin Mats' card come emphasis on safety considerations.

The third project in the series is the one that will either appeal immediately or not at all. The techniques involved in *Wire Modelling* are comparatively simple but the realization could be both very sophisticated. Students will need high levels of design awareness to achieve the latter.

These projects are essentially three-dimensional, but the fourth, *Medallions*, develops the possibility of two-dimensional design with practical realization. Here, as with the others, new techniques are introduced by good photographs and a concise text.

The ideas and practical help given to rationalize and stylize a shape is good, and the theme is such that the final designs may look simple, but will be effective or sophisticated in form and technique.

Enamelling has an honoured place in craft tradition and some of the great artists/craftsmen have left a legacy of fine examples for us to enjoy.

The *Resin Mats* project is a very good introduction to the medium of GRP - glass reinforced plastic - and will provide a firm foundation for working. In many ways, this project encapsulates all the authors are trying to say about observation, rationalization, and realization. I cannot commend it too strongly.

Finally, project six deals with *Testaments*, with the end-product a panel or tile. This set of cards maintains the high standard of illustration and text that is characteristic of the series.

"Design Projects" is a most useful aid for people attempting to teach design, and any student working systematically through it should gain both a clear understanding of the problems, and some of the skills needed to solve them.

## Don't panic

Revision and Examination Technique. Audio cassette, £3.95. Phoenix Tutor, PO Box 83, Southampton SO9 7FL.

"August 30. It is my birthday and my mum gave me this tape-recorded course called *Revision and Examination Technique*. It looks dead boring. I'll have to give it a try to please her."

The above is part of "Carol's Diary", one of the features included in this latest antidote to examination fears. There are, of course, several such cassette courses. Some are silly; one or two are simply very expensive ways of obtaining the advice, "Don't panic"; and all make you wonder just what teachers are leaving unsaid that there should exist such a market.

However, there are candidates and parents who feel that extra help is needed when it comes to revision and the examination season, and people like Carol's mum could do very much worse than purchase this particular tape.

Unlike some tapes, which are simply monotonous lectures, this

one shows signs of production. There is more than one voice on the tape, there are simple sound effects, and exercises to increase involvement while listening, and it is all presented with an air of conviction and confidence.

There is nothing magic about the advice, but it is realistic. It points out that revision cannot be really effective if it is attempted while you are also listening to records. It tells you how to improve your powers of concentration and how to tabulate facts for easy learning, and it suggests specific memorizing techniques. A final section gives practical advice about the examination day.

Much of this is obvious. Most of the skills should have been developed in school. Yet there are plenty of candidates who will find the tape a source of comfort and also a motivation to take revision seriously, if only because it includes one feature which teachers seem to shun. It encourages the listener to imagine just what it will mean to fail: the morning of the results, the slip of paper, telling friends, possible employers.

As I say, it is realistic.

David Self

## Wheels of progress

John Laski visits Computerfair

It has been evident for a long time that the cost of electronic hardware would eventually become negligible. But, I never foresaw today's spread of a personal computers because, wrongly, I thought that the cost of mechanical hardware to interface the electronics with the user would remain an insuperably high barrier and prevent computers penetrating a mass consumer market.

Keyboards, following their mass-provision in a simpler form for calculators, were the first electro-mechanical device to confound me. Electrostatic rather than mechanically-moving switches invaded the cheaper end of the market, at some small cost in ergonomic standards, and the ubiquitous television set gave, albeit with not very satisfactory standards of registration and definition, a free piggy bank for output - contentious only if *Brideshead Revisited* of *Match of the Day* was being broadcast. (In passing, if satellite broadcasting leads to technically higher television standards, the intrinsic desirability of a separate monitor should much diminish.)

Printers and disc-drives remain a problem. When I looked at printers less than a year ago, I dismissed dot-matrix printers at £400 to £500 because they produced ergonomically and aesthetically repellent print. I did not see mechanical engineering solving the problem and daisy wheels at £500 to £600, would, I thought, soon possess the goodies, if speed was not required, as their bigger brothers already have, and a mass market would have the price agreeably.

At Computerfair at Earls Court last week, I had again to admit that I had forecast wrongly, while daisy wheels had developed a little more than I had expected, a lot of dot matrix printers were available at £200-£300, which means that in bulk they might cost £140-£200 - with excellent registration, much greater flexibility and producing text that I would not be ashamed to send to my bank manager even if I was asking for an overdraft. I plumped for a Shinwa, but I can well see why other needs could be better served by Oldi, Microline, Epson or others.

The reason for this is that mechanical linkages and controls have been replaced by electronics, so that the number of physical parts to be stamped out, assembled and then stamped out in use has been reduced by a factor of 2-5.

At Computerfair I was struck by the number of publishers, including major British and US houses, who were distributing programmes on floppy disc or cassette tape to complement their books. The ISBN system seems to be being applied to these new bearers of information without a hiccup and librarians will find themselves storing and retrieving these new information media. I wait to see the use of such digital media outside publications about computing.

At the exhibition I saw dads, boys and some mums; I am not conscious of seeing any girls; should EOC, Kenneth Baker or the organisers, as dance-hall proprietors used to, arrange free entry for girls? (possibly for news?)

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## Flippant about war

Marion Glastonbury reviews 'What's Happening'

CHILDREN'S TELEVISION  
What's Happening  
Central Television for the ITV network. Wednesdays, 4.45 pm.

Who watches television news? Not my kids, by all accounts. This well-attested fact, though it serves to refute suggestions that the media's "copycat effect" encourages teenage mayhem, is nevertheless a cause of concern to programme-makers in search of youth appeal.

Rising to the challenge and hailed as a milestone in children's television (at least by its deviser and presenter, Tommy Boyd) is the news quiz *What's Happening*, now halfway through its second series. Twenty six commercial radio stations are each represented by a team of four contestants spanning the 11 to 14 age-range, who answer questions on the events of the past week, identify familiar faces, sport errors in bulletins, and decide whether reports are true or invented.

In the run-up to the election, combining fun with impartiality, proved especially tricky. With a nod in the direction of the three main contenders, Tommy turned thankfully to the antics of the fringe parties, Green Chickens and Raving Loony Monsters, while youngsters scored points for information on the health of the Duchess of Kent and

the love-life of Shirley Maclaine. "I don't want you to think I'm biased," quipped the quiz-master, in the course of a broadcast that featured South Africa three times yet ignored the bombing of Mozambique, while emphasizing guerrilla incursions from Zimbabwe and the terrorism of - guess who? the African National Congress.

We owe children an explanation of the way in which news is processed, an idea of who tells us what, and why. For all the stensible balance here between the parliamentary Right and Left, there is no chance to discuss the criteria of newsworthiness; no hint that headlines are man-made and could be different. The screen opens a selective window on reality, and an even narrower perspective emerges from the edited film and data that furnish this quiz.

Some degree of trivialization is of course inevitable: for trophy-winning purposes, the name of BL's latest model matters as much or as little as the acronym of the Strategic Arms Reduction Talks. Inevitably, too, the compilers' personal tastes and the impact of their pictures influence what goes in: hence the prominence of aircraft, soldiers, fights, football and cricket. The Central team can scarcely be blamed for defining "current affairs" to suit themselves.

What does raise hackles is their

claim that all this is instructive, serious, objective, and important, and that failure to name, say, the current World Heavyweight Boxing Champion constitutes ignorance. Not surprisingly, girls tend to know less than boys about male sports, machines and weaponry. Fewer girls have been invited to participate; being outnumbered puts them at a disadvantage.

With the exception of the production assistant, all the professionals are male, and the cartoonist specializes in female grotesques. Show a girl a drawing of big boobs and a bare bum (the story involved a barmaid whose knickers were torn off by a retriever) and the coolest 14-year-old will blush and falter and miss her next cue.

According to a specially commissioned national survey, girls are "less aware" of what is going on in the world: a finding uncritically repeated both in a press release and in the studio, by the producer and the presenter, who was annoyed by one irreverent response to his announcement: "Stop giggling, Joan. You've done nothing but giggle throughout the programme". It is indeed no laughing matter. Tommy should consider the political implications of his role, avoid the insensitive expression of unwarranted conclusions, and try not to be earnest about gossip or flippant about war.

## Chaotic men

by Gorman Stafford

ETV  
Manscape  
HTV West for the ITV network. Friday mornings, time according to region

*Manscape*, a series of eight programmes, is a comprehensive inquiry into the nature of man's impact on his environment. In it, West Country sites and experiences provide the examples to illustrate national themes.

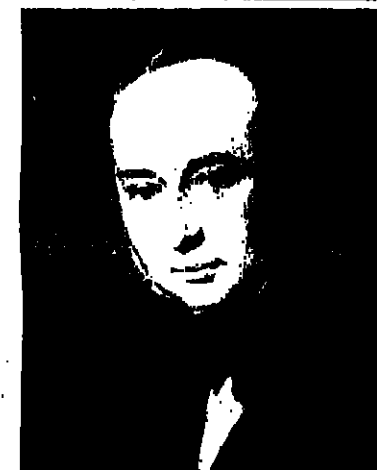
This series is a revised version of the one first made for schools in 1980; the year after that, an amended series pursuing similar themes for adults was broadcast; and later this summer a new Channel 4 series with the same name, taking the idea still further, is to be broadcast. The original concept has clearly been fruitful.

The starting-point is the port of Bristol and its response to changing patterns of trade, the Industrial Revolution and the new technologies. International trade in the eighteenth century provided enormous possibilities for Bristol; but the Industrial Revolution passed the city by. In retrospect, few Bristolians have shed tears over that.

Local mineral resources helped to determine the modern landscape, for the series views the countryside as a man-made environment pulled this way and that by factors as diverse as fertilisers, machinery, transport systems, cheap food imports and rural depopulation.

Tapping energy sources, more than any other factor, led to fundamental changes in the landscape. The industrial imperative ignored the environment, and the remaining question is whether it will do so again the next time around. Each programme stands by itself and the sixth, on roads, rivers and canals, is a good example even though the treatment is inevitably sketchy. We are left in no doubt as to why each development gave way to the next, and the effect they had on the countryside.

Mr I. K. Brunel is the obvious choice as an individual who left a distinctive mark on the West Country. He was, in the words of the



vibrant Bob Godfrey clip, "awfully busy". His "first love" the Clifton Suspension Bridge met with all kinds of difficulty, almost everything about Brunel is interesting, and he is well served by this entertaining programme.

The underlying premise, emphasised in the final programme, is that man's treatment of his surroundings has been chaotic, impelled by a logic which pays scant attention to the quality of the environment. Man uses, exploits and abandons resources at will.

With the stakes now higher than ever, the issues can no longer be left to chance. But planning and control demand a political will, the prerequisite for which is an educated public. Hence this series.

These programmes are brilliantly conceived and infectious in their enthusiasm. Each broadcast contributes an integral part to the total picture, which if not new, still offers a fairly sophisticated view of the world. As a whole the series provides limitless points of entry to all but the most firmly closed imagination. "West Country" devotees will find much that is familiar, but schools throughout Britain will be able to follow up the programmes with their own field work.

The accompanying booklet is a model of its kind, useful to both teachers and pupils. Each programme is summarised briefly and supported by additional information, maps, pictures and diagrams. There are genuinely useful suggestions for discussion, follow-up work and for further reading.

The booklet costs £1.25 and is available from Gerry Dawson, Education Officer, HTV West, The Television Centre, Bath Road, Bristol.

## BRIEFINGS

radio & tv

For schools

Over To You (Monday, 11.22 ITV)  
General English series for eight to ten year olds.

Making a Living (Monday, 11.39 ITV)  
How can people use their skills to set up new businesses? For over-14s.

Living and Growing (Thursday, 10.21, Friday, 10.38 ITV)  
Ten to thirteen year olds see the place the baby takes within the family.

The Search for Solutions (Thursday, 10.38 ITV)  
This programme suggests that theories are forces that drive science and the over-elevens see examples from the Pyramids to the modern Frisbee.

OU and CE

All Change for System X (Monday, 07.45 BBC2)

This programme looks at a new telephone system.

Coming up in English (Monday, 14.20 VHF4)  
A guide to autumn term broadcasts for teachers in secondary schools.

Numbers at Work (Monday, 18.30 Channel 4)  
Fred Harris explains the meaning of different rates - rates per hour, rates per minute, and interest rates.

Hansel and Gretel - What does the tale tell. 7 (Friday, 00.20 BBC2)  
The classical fairy-tale is used to demonstrate levels of perception.

## East and West

VIDEO

The Cold War Game  
One 52-minute and five 26-minute programmes made by Yorkshire Television, and now in VHS and Betamax formats. £55 plus VAT for use within schools or colleges.

International Television Enterprises Ltd, 27 Upper Brook St, London W1Y 1PD

*The Cold War Game* created scandal and enthusiasm at the time of its original broadcast. Seeing the programmes again now, it is clear that their importance is far more than ephemeral, and that they form an immensely valuable resource. They constitute an almost unique attempt to look with even vision at both East and West, at the human reality of both "sides" - establishing that neither holds the coinage of good or of evil.

There are those in powerful positions in this country - and equally in communist states - who can only see such notions as enemy propaganda. This fact is the series' greatest justification, making it essential viewing for every sixth form.

Nick Thomas



## THE OBSERVER WORLD PRESS SERVICE FOR SCHOOLS

The increasing importance of current affairs in the school curriculum has encouraged The Observer to introduce a new Schools Service. Subscribers to the Service will receive, on a monthly basis, extracts and articles chosen from a wide spectrum of the

world's leading Press, accompanied by background material and exercises in the field of current affairs. Social studies and media studies. The Service will start in September and the subscription will be £36 a year (ten packs), inclusive of postage.

I would like to subscribe to The Observer World Press Service for Schools and enclose a cheque for £36 payable to The Observer Ltd.

Please send me more details of The Observer World Press Service for Schools, including a sample package of material.

To: John Cornwell, Editor, The Observer World Press Service, The Observer Ltd, 8 St Andrew's Hill, London EC4V 5JA.

## Cats and dogs and human beings

John A Barker observes genetic effects

Variation 1. Human Genetics. Exploring Genetics with dogs. Exploring Genetics with cats. Each set, twelve slides with notes, £9.95. (Cats title, 10 slides). Prepared by Dr M. Martin and Dr J. Kleaner. Produced by Science Education Resources Pty Ltd, Australia, and marketed in the UK by Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BT.

Variation 2. Human Genetics. Exploring Genetics with dogs. Exploring Genetics with cats. Each set, twelve slides with notes, £9.95. (Cats title, 10 slides). Prepared by Dr M. Martin and Dr J. Kleaner. Produced by Science Education Resources Pty Ltd, Australia, and marketed in the UK by Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BT.

The coat colour of dogs can be used as exemplars of a number of different inherited characters. The booklet provides both a basic outline of genetics, and a summary of some genes affecting coat colour in dogs.

The dogs illustrated are discussed with relation to the history of the breed and the genotype of the form. Amongst the breeds illustrated are Irish red setter, Doberman, Basenji and Dalmation.

The final set is used in a different way; cats illustrated in its first nine slides are discussed in the notes to elucidate the genetics of their coat colours and patterns. The tenth slide illustrates an interesting cat and, using the information presented earlier, the student is invited to work out a genotype for it.

There is remarkably little visual material concerned with genetics, so any new material is worth inspection. These packs present a different and dynamic approach to visual material in this area, and the authors should also be commended on the high standard of the notes. In general the slides are well selected, although some will feel the albino family are way-out characters. It is very valuable to use such domesticated creatures as *homo sapiens*, the cat and the dog, particularly as many of the genes discussed are easily observed in the students' own environment. Please can we have some more material on these lines?

## Pests!

Crop Pests by Stephen T Buczacki 40, 35mm colour slides with teaching notes. Also available as a full frame filmstrip. Slides, £25; filmstrip, £12.50. Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS24 9BT.

These photographs illustrate a range of important pests. Most of them occur in the British Isles, but some organisms of economic prominence on a world scale are included.

An interesting range of organisms is included here. Although most are insects, members of other groups such as nematodes, slugs and snails, woodlice, millipedes and mites are also included.

The photographs are generally of a high standard, and the concise notes are helpful in identifying the details of each pest, including giving information about control. However, it is a pity that details of economic effects of damage by at least some of the pests are not included.

John A Barker

## Safety first

Dr Barnardo's have a new slide tape presentation called *Taking Care of Safety*. It runs for 15 minutes and was made for training Barnardo's staff, but the charity say that as it deals with health and safety in homes and residential schools, it has relevance to educationalists generally. The presentation, including notes, costs £45. This includes VAT and Court, Barnardo's, Tanner Lane, Barking, Essex.







## HEADTEACHERS

ST MARGARET'S C OF E  
(VOLUNTARY AIDED) PRIMARY  
SCHOOL, Bowers Gifford, Basildon,  
Essex

Applications are invited for January 1984 from suitably qualified and experienced teachers for the Headship of the Junior Mixed and Infant Church School. Applicants should be communicant members of the Church of England.

Salary Group 5 plus London Fringe Allowance. Forms and details available from and returnable, by 8th July 1983, to the Area Education Office, The Bryn, Church Road, Basildon, Essex.

EAST HANNINGFIELD C OF E  
(CONTROLLED) PRIMARY SCHOOL  
(Group 3), The Tyne, East Hanningfield,  
Chelmsford

Required for 1st January 1984.

FRIARS COUNTY INFANT SCHOOL  
(Group 4), Constable Way,  
Shoeburyness

Required for 1st January 1984.

JANET DUKE COUNTY JUNIOR  
SCHOOL (Group 5), Markhams Chase,  
Laindon, Basildon

Required for 1st January 1984.

SHALFORD COUNTY PRIMARY  
SCHOOL (Group 2), Shalford,  
Braintree

Required for 1st January 1984.

SWAN MEAD COUNTY INFANT  
SCHOOL (Group 3), Church Road,  
Basildon

Required for 1st January 1984.

For all the above posts please send footloose s.a.e. for application form and further details to Education Officer, PO Box 47, Thrafield House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date: 15th July 1983.

For all the above posts removal and disturbance allowance scheme in operation.

ESSEX County Council

Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following Headships:

GAYHURST (I) SCHOOL

Gayhurst Road, London Fields E9 3EN

Vacant 1st September 1983. Roll 145 plus 31 pt and 10 ft nursery pupils.

Burnham Group 4 plus Inner London allowance plus £201/276 social priority allowance.

SELLINCOURT (I) SCHOOL

Sellincourt Road, Tooting High Street, London SW17

Vacant 1st September 1983. Roll 157. Burnham Group 3 plus Inner London allowance.

Please send footloose SAE for application form and further details to Education Officer, EOT/810, County Hall, London SE1 7PB. Closing date for the return of completed application forms 8th July 1983.

ILEA is an equal opportunities employer.

ST. URSULA'S RC INFANT SCHOOL

(Roll 155) Straight Road, Romford RM3 7JS

For January 1984.

There is a strong possibility that the school will be Group 4 by 1985/86.

Application forms available from (s.a.e. please) and returnable to the Director of Educational Services (Ref: AJP/MEG), London Borough of Havering, Mercury House, Mercury Gardens, Romford RM1 3DR.

Closing date: 14 days after the appearance of this advertisement.

Havering

HEADTEACHER

Group 3

For January 1984.

There is a strong possibility that the school will be Group 4 by 1985/86.

Application forms available from (s.a.e. please) and returnable to the Director of Educational Services (Ref: AJP/MEG), London Borough of Havering, Mercury House, Mercury Gardens, Romford RM1 3DR.

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HEADTEACHER

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For January 1984.

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PRIMARY  
HEADSHIPS

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## DEVON

Please send footloose advertisement on page 51. (113051) 110010

## DORSET

## HANDLEY COUNTY FIRST

## SCHOOL

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## HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:

## Elmswell County Primary School

Group 3, ages 5-9, No. on Roll 128

Elmswell is a growing village approximately eight miles East of the historic town of Bury St. Edmunds. The post becomes vacant from the beginning of the Spring Term 1984.

## Kyson County Primary School, Woodbridge

Group 4, ages 5-10, No. on Roll 230

Kyson CP School is a modern open-plan school situated in the historic market town of Woodbridge approximately eight miles North East of the county town of Ipswich. The post becomes vacant from the beginning of the Spring Term 1984.

## CLAYDON COUNTY PRIMARY SCHOOL

Group 5, ages 5-11, No. on Roll 322

Claydon CP School is a modern school serving Claydon, a thriving village four miles to the North West of Ipswich. The post becomes vacant from the beginning of the Spring Term 1984.

Interviews for the above posts will be held in September 1983.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (s.a.e. please) and completed forms should be returned by 8th July 1983.

Suffolk County Council

Leicestershire

PRIMARY HEADS

required for January 1984.

LEICESTER FOREST EAST HOLMFIELD COUNTY PRIMARY SCHOOL

- GROUP 5

Approx. 285 on roll - on outskirts of Leicester

SHEPHERD NEWCROFT COUNTY PRIMARY SCHOOL

- GROUP 5

Approx. 200 on roll - expanding area, modern open plan, opened November 1982

BARDON HILL CE (CONTROLLED) PRIMARY SCHOOL

- GROUP 2

Approx. 73 on roll - village school

GRIFFYDAM COUNTY PRIMARY SCHOOL

- GROUP 2

Approx. 38 on roll - attractive village school

HEMINGTON COUNTY PRIMARY SCHOOL

- GROUP 1

Approx. 21 on roll - small school

OKATHORPE COUNTY PRIMARY SCHOOL

- GROUP 1

Approx. 47 on roll - attractive school in small mining village

Details on request (SAE). Apply (no forms) with full particulars and the names and addresses of two referees to: The Director of Education, County Hall, Glenfield, Leicester LE3 8RF.

Closing date 11th July.

Leicestershire

PRIMARY HEADS

required for January 1984.

LEICESTER FOREST EAST HOLMFIELD COUNTY PRIMARY SCHOOL

- GROUP 5

Approx. 285 on roll - on outskirts of Leicester

SHEPHERD NEWCROFT COUNTY PRIMARY SCHOOL

- GROUP 5

Approx. 200 on roll - expanding area, modern open plan, opened November 1982

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Approx. 73 on roll - village school

GRIFFYDAM COUNTY PRIMARY SCHOOL

- GROUP 2

Approx. 38 on roll - attractive village school

HEMINGTON COUNTY PRIMARY SCHOOL

- GROUP 1

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SHEPHERD NEWCROFT COUNTY PRIMARY SCHOOL

## PRIMARY HEADSHIPS

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**UNION BOROUGH OF**  
**FIELD**  
**HEAD SCHOOL**  
 Withbury Rd., Enfield,  
 Middlesex.  
 1. 18 Mixed  
 Comprehensive Roll 1950  
 2. ENGLISH post. Scale 1.  
 required for September 1953.  
 3. Qualified English specialist  
 to teach at all levels of ability  
 in the Junior School and up  
 to Sixth Form level.  
 4. Interest in other areas of  
 the curriculum such as sci-  
 ence, drama or resources, would  
 be welcomed.  
 5. Salary £1100 p.a. post. Scale 1.  
 6. As above, but temporary to  
 cover maternity leave. 1 year.  
 7. London Allowance. £15.  
 Application forms (discuss  
 with Mr. J. H. G. Jones, Head-  
 master at the school), to  
 whom they should be re-  
 turned as soon as possible.  
 13069. 132422

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**LEVEL, GRADUATE  
UNIOR CHEMISTRY AND  
CED LEVEL  
S THE APOSTLERC  
(570 on Roll)  
as possible**

5 (018 on Roll, mixed)

**POOL**  
 ire (1,080 on Roll)  
**JECTS, ESPECIALLY**  
**P TO 'O' LEVEL WITH**  
 e (800 on Roll)  
**HIGH (SPECIAL**  
 0 on Roll)  
**VGCE 'O' LEVEL WITH**  
**WSTORNE CE HIGH**

30 on Roll; 11-16 mixed)

**ITY SUPPORT SERVICE**  
**TO ACCRINGTON THE**  
**SCHOOL**  
to District Education Officer,  
on Street, Accrington  
**COUNTY HIGH SCHOOL**  
(1,084 on Roll; 11-18 comp)  
**STUDIES. (HALF-TIME**  
**FOR EMPLOYMENT IN THE**  
**FIELD, MANSFIELD HIGH,**  
**R SCIENCE GRADUATE**  
**AN INTEREST IN THE**  
**PUPILS**  
District Education Officer, Education

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**MEET THE LANGUAGE  
BEN-ENGLISH SPEAKING**  
District Education Officer, Education  
**AVEN HIGH**  
980 on Roll; mixed 11-18,  
**WING AND SCIENCE**  
**JUNTY HIGH**  
on Roll, Inc. 203 in Sixth

... ..

(1, A20 on Roll 11-18)  
DYS)











**GLOUCESTERSHIRE**

**HERTFORDSHIRE**  
**NISHOPPLEA SCHOOL**  
College Road, Cheshunt,  
Herts  
900 Pupils, 11 - 18 mixed  
ability, 90 in Sixth Form  
Required for January  
or earlier if available  
Enthusiastic teacher  
Mathematics to be seen  
in the department (scale  
5) and to be a successful  
successful teaching expe-

**KENT COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**  
**Mr. G. E. COLE, M.P., M.L.L.**  
**Division**  
**TEMPORARY SCHOOL**  
**MEAD TIV**  
**Vacancy for January**  
**1962 in Mathematics**  
**Intermediate, Scale 3**  
**Applications are**  
**from well-qualified**  
**for the above post in**  
**the above school.**  
**An interest in computer**  
**work will be**  
**appropriate.**  
**The school is situated**  
**in pleasant residential**  
**environs N.W. of Maidstone**  
**and is a new comprehensive**  
**first two years. At the**

majority following  
leading to G.C.E. '6  
and C.B.E.  
Further details  
obtained from the ac  
close B.A.E.). Appli  
the headmaster, sta  
sevent personnel detai  
ing and qualifi  
together with the n  
two referees. (1338)

Page 3-11)

age 3-7).  
or. Ability to play the piano would be an  
Post Ref. 7.11.83).

age 3-7).  
Ref. 8.11.83).

**APPOINTMENTS**  
District Education Office,  
age 7-11).  
Just to be a competent pianist with  
the development of Music,  
School. (Scale 1) (Post Ref.  
not  
age 3-11).  
not have the ability and  
development of Junior Boys'  
Ref. 10.11.83).

alive  
about  
age 11-18).  
ONE Year. Qualified Teacher to

...ative  
...t Talbot  
...age 11-18).  
...ate in Physics to lead a team  
...the teaching of GENERAL  
...the school and to assist in the  
...O' and 'A' levels. (Scale 5)  
...ERAL SCIENCE to CSE/O'  
...ty to teach BIOLOGY also to O'  
...of 13.11.83).  
...bot  
...age 3-11).  
...ust have the ability and  
...development of Boys' Games &  
...ould be an advantage. (Scale 1)  
...particulars of the above-named  
...of stamped addressed  
...ette office shown.  
...completed application forms I  
...the Director of Education

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26



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**NORTH TYNESIDE**  
METROPOLITAN BOARD OF NORTH TYNESIDE  
EDUCATION COMMITTEE  
MONKBEATON HIGH SCHOOL  
Seatonville Road, W. N.E.25 9EQ  
Headteacher: Mr. P.E. B.A., M.Ed.  
Required for last 5 weeks  
1983.  
Scale 1 Teacher  
MATHEMATICS and Computer Studies if 'A' level work available suitably qualified applicant on formal receipt from the Headteacher whom they should reach as soon as possible.  
(12147)

Wellington  
Northlands.

Co-Ed Comprehensive  
School 1400 2nd  
18 years Old

Required for S  
1993 a teach  
Mathematics (scal  
teach to all stu  
ties.

Applications h  
(no formal) to th  
master teacher  
lum vitae and th  
and addresses of  
each as soon as  
(19819)

**OLDHAM**  
**METROPOLITAN**  
**BOROUGH**

**MATHEMATICS T**  
**SCALE I**

**ROYTON A**  
**CROMPTON**  
Blackshaw Lane,  
Oldham.

1983 at this 11 -  
comprehensive  
about 1300 p  
graduates in r  
teach through  
school with the p  
'A' level work  
ably qualified or  
anced candidate.

**REDBRIDGE**  
**LONDON BOROUGH OF**  
**REDBRIDGE**

Required from September 1983: teachers of Mathematics for posts within the borough at various levels. The posts are with Outer London Councils though suitable qualified experienced teachers.

Please apply giving full c.v., names, addresses, phone numbers to Regional Educational Staff, Hatfield.

High Road. 111  
111 INN.  
Canton, Mass.  
1088. 111277

**1993.**

obtainable from and returnable to the  
be started. Applications by letter should  
and experience, together with  
removal expenses is available in app

**MARY SCHOOLS**

**L SCIENCE**  
obtainable from and returnable to the  
School, Marlon Road, Middlebrough  
317284).

(11-18 mixed comprehensive)  
Head, Eaglescliffe, Cleveland  
(95).  
but temporary to this school in the 1950s.

**ECONOMICS**  
—18 mixed comprehensive  
school. Excellent facilities for  
athletics. Excellent from and returnable

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26



















## 73

**Berkshire**  
**WASTHAMPTON PARK**  
Wasthampton Park,  
Wokingham, Berks. RG11  
1DF.  
Tel: 0340 350  
Required for September 1992  
**TEACHERS OF DESIGN**  
**AND TECHNOLOGY** (Recruit-  
ment).  
To work in a well estab-  
lished experimental Design  
Technology courses well  
established to O and A levels  
and to provide immediate  
employment for further details to The  
Principal, Tel: Wokingham  
Berkshire County Council is  
an equal opportunity em-  
ployer.

**KIRKLEES**  
**METROPOLITAN COUNCIL**  
**DIRECTORATE OF**  
**EDUCATIONAL SERVICES**  
**EARLSHEATON HIGH**  
**SCHOOL**  
Canterbury Road,  
Earlsheaton, Dewsbury WF12  
7LA  
Ref: 933  
**RE-ADVERTISEMENT**  
Required for 30 August 1983  
teacher SCALE 1, to be paid  
on a team developing new  
courses in the TYRBYN co-

**LEICESTERSHIRE**

**GUTHLAXTON COLLEGE**  
Stanton Road, Wigston  
Magna, Leicester

**CRAFT DESIGN AND  
TECHNOLOGY**

(11822) 13552

**SHEFFIELD**

**CITY OF SHEFFIELD**  
**EDUCATION DEPARTMENT**  
**YEWLANDS SCHOOL**  
Creswick Lane, Sheffield S2  
3NN

Required for September  
as a teacher of Design &  
Technology, scale 1 to w  
with a team of teachers in  
department which opera  
according to an entirely  
sion based philosophy.  
The successful candi

Other than by Subject Classification

**ESSEX**  
Inner London Education

**HUMBERSIDE**  
EDUCATION COMMITTEE  
COUNTY OF YORK DIVISION  
CREDENTIALED COUNCIL  
COMPREHENSIVE SCHOOL  
Langhe Lane South  
Head Teacher: M. E. Timms  
No. on Roll: 1420  
Required in this 11 - 16 Co

Application forms obtainable from the Head Teacher of the school to whom completed forms should be turned no later than 4th June.

**REDBRIDGE**  
**LONDON BOROUGH OF**  
**REDBRIDGE**

Required from January 1984, or earlier if possible; well qualified and experienced teachers of Physics and/or Chemistry Mathematics and Modern Languages to join the Authority's permanent and attached secondary staff.

Unattached staff are used to fill vacancies of

The posts are on Scale 1 with Quater London Allowances for a travelling allowance of £110 p.w. is also payable.

Further details and application forms are available from R.G.M. Ratcliffe, M.A., M.Ed., Director of Educational Services, Lynton House, 355-357 High Road, Ilford, Essex IO1 1NN.

Closing date: 15 July 1983. (12148) 13582

**Scale 1 Posts**

**BRENT**  
(LONDON BOROUGH OF  
BRENT)  
ST. GREGORY'S HIGH  
SCHOOL (MIKE) SCHOOL  
Donnington Road, Kenton,  
Harrow, Mids. ON 18  
(tel) 1, 000, (11) 18  
Required from September  
1961. R.C. E.A.S. Comprehensive

Application forms for the London Allowance of £100 per annum (to be payable for 10 years) is fundamentally committed to Multi-Cultural education.

Application forms are obtainable from the H.E. Teacher, (reasonable) within ten days; (1997) 1999

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CLEVELAND EDUCATION COMMITTEE  
LONGLANDS COLLEGE OF FURTHER EDUCATION

Head of Department of  
Constructional Engineering  
(Re-advertisement)

Applications are invited from persons with appropriate experience of further education for the post of HEAD OF DEPARTMENT OF CONSTRUCTIONAL ENGINEERING, which is vacant from 1st September, 1983, due to the retirement of the present post-holder.

Applicants should have a good honours degree or equivalent specialist qualifications and have appropriate teaching and industrial/commercial experience.

An ability to work effectively with individual groups and species involved in further education and an understanding of their different problems is essential. In this connection a knowledge of modern industrial practice will be expected.

The present grading of the Constructional Engineering Department is Burnham Grade III (salary range £13,089-£14,610).

Further details and application forms are available from the Principal, Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

CROYDON COLLEGE  
FAIRFIELD, CROYDON CR9 1DX.  
Tel: 01-688 9271-6

LECTURER I - MARKETING/RETAILING

Applications are invited for a lectureship in Marketing, available from September 1983. The chief task will be the introduction and development of courses for the Retail and Wholesale trades. In addition, teaching will be on a wide range of Business and Management courses.

Applicants should have relevant practical experience and qualifications.

LECTURER I - SECRETARIAL STUDIES

Applications are invited for the above post available from September 1983. The appointee will be qualified professionally as a teacher and in secretarial subjects and have had commercial experience. An ability to teach in a wide range of secretarial courses is required and applicants should be able to offer Shortland (Pensions and T-Ins), Typewriting, Office Practice, Word Processing and ancillary subjects. Applicants may also be expected to teach on appropriate YTS courses.

LECTURER I - HOME ECONOMICS

Applications are invited for a Lecturer I post in Home Economics, available from September 1983. The appointee should be able to teach in a wide range of Home Economics subjects and have had commercial experience. An ability to teach in a wide range of Home Economics subjects is required and applicants should be able to offer Shortland (Pensions and T-Ins), Typewriting, Office Practice, Word Processing and ancillary subjects. Applicants may also be expected to teach on appropriate YTS courses.

The salary for these posts is in accordance with the current Burnham Further Education Award and is at present:

£2,248-£10,380 including London Weighting Allowance

Further details and application forms may be obtained from the Vice-Principal, Croydon College, Fairfield, Croydon CR9 1DX, to whom completed application forms should be returned within fourteen days of the appearance of this advertisement.

EDUCATION COMMITTEE  
North West Kent  
College of Technology

LECTURERS GRADE I

Applications are invited for one year, full-time fixed term Lecturer Grade I appointments in the following areas of work. These posts are associated with an extensive YTS programme planned for the College for next session and there is a prospect in some cases of conversion to length of scheme contracts at the end of the one year appointment.

Each post will commence on 1st September, 1983 or as soon as possible thereafter.

- Clerical and Office Studies
- Commercial Subjects
- Computer Studies
- Electrical Installation
- Electrical Plant
- Electronics
- General Catering Studies
- Mechanical Craft Studies
- Motor Vehicle Craft Studies
- Professional Cookery
- Social & Life Skills

Application forms and further details are available from the Principal, North West Kent College of Technology, Millin Road, Dartford, Kent DA1 2LU. Tel: Dartford 25471.



COLLEGE OF FURTHER  
EDUCATION

continued

WILTSHIRE

SALISBURY COLLEGE OF  
TECHNOLOGY

Applications are invited for the following posts:

HEAD OF DEPARTMENT OF  
CONSTRUCTIONAL  
ENGINEERING

Required for 1st January 1984. The Department offers a wide range of courses in Building, Civil Engineering, Cleaning, Science, Home Management, Wood Working and Associated Subjects.

Further details of the post and application forms can be obtained from receipt of a stamped addressed envelope from the Principal, Salisbury College of Technology, Salisbury, Wiltshire, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280018 (14016) 280018

Other Appointments

AVON COUNTY  
EDUCATION SERVICE

Principal F. J. Hawley, M.Sc. Department of Electrical and Electronic Engineering, Bristol City College, Bristol, Avon, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280019 (14016) 280019

BIRMINGHAM  
CITY OF BIRMINGHAM  
EDUCATION

SUTTON COLDFIELD COLLEGE OF FURTHER EDUCATION, Sutton Coldfield, Birmingham, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280020 (14016) 280020

BIRMINGHAM  
CITY OF BIRMINGHAM  
EDUCATION

Matthew Boulton School of Engineering, Birmingham, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280021 (14016) 280021

BOURNEMOUTH &  
POOLE  
COLLEGE OF FURTHER  
EDUCATION

The following vacancies are available for September 1983:

LECTURER GRADE I in ENGINEERING (ET 4046)

LECTURER GRADE I in INSTALLATION (ET 5058)

Salary will be within the range of £13,089-£14,610 per annum, plus London Allowance.

Further details and application forms may be obtained from the Principal, Bournemouth & Poole College of Further Education, Bournemouth, Dorset, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280022 (14016) 280022

BRENT  
(LONDON BOROUGH OF)

KILBURN POLYTECHNIC, Kilburn, London, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280023 (14016) 280023

BUCKINGHAMSHIRE  
EDUCATION

Principal F. J. Hawley, M.Sc. Department of Electrical and Electronic Engineering, Bristol City College, Bristol, Avon, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280024 (14016) 280024

CAMBRIDGESHIRE  
EDUCATION

Principal F. J. Hawley, M.Sc. Department of Electrical and Electronic Engineering, Bristol City College, Bristol, Avon, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280025 (14016) 280025

CAMBRIDGESHIRE  
EDUCATION

Principal F. J. Hawley, M.Sc. Department of Electrical and Electronic Engineering, Bristol City College, Bristol, Avon, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280026 (14016) 280026

CHESHIRE  
EDUCATION

Principal F. J. Hawley, M.Sc. Department of Electrical and Electronic Engineering, Bristol City College, Bristol, Avon, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280027 (14016) 280027

HUMBERSIDE COUNTY COUNCIL  
GRIMSBY COLLEGE OF TECHNOLOGY

Applications are invited for the following posts:

Temporary Lecturer I in GENERAL STUDIES

LECTURER I in GENERAL STUDIES (Permanent Post)

To offer French and German to 'A' level (Spanish to 'O' level) advantage for one post.

LECTURER I in SCIENCE SUBJECTS

To teach Biology, Physiology and related subjects on Pre-Nursing and GCE 'O' and 'A' level courses.

LECTURER GRADE II in HOTEL & CATERING OPERATIONS

A member of staff is required to teach professional cookery and related theory subjects to full-time and part-time students, up to the level of the TEC Diploma in Hotel & Catering Operations.

The applicant should possess appropriate qualifications and teaching experience.

LECTURER GRADE I in  
BAKERY/CATERING

To teach practical skills and theory to full and part-time students preparing for the following qualifications:

City & Guilds 705, 706/1, 708/2

Ability to offer Bakery subjects up to 120/2 and/or Cake Decoration and Design City and Guilds 121 as alternatives or additional subjects would be an advantage.

Applicants should possess recognised qualifications and wide trade experience. Teaching experience is desirable.

Salary Scales (under review)

Lecturer I post: £5,355-£9,287 p.a.

Lecturer II post: £3,855-£11,025 p.a.

Application forms and further details available, on receipt of a stamped addressed envelope from the Personnel Section, Grimsby College of Technology, Nune Corner, Grimsby, South Humberside DN34 8BQ.

Closing date: 10 days after the appearance of this advertisement.

Full and fair consideration will be given to all disabled applicants.

Surrey Education Committee  
BROOKLANDS TECHNICAL COLLEGE  
Heath Road, Weybridge, Surrey

DEPARTMENT OF ENGLISH AND COMMUNICATION STUDIES

Senior Lecturer  
to act as Deputy to Head of Department

Candidate must be suitably qualified graduates with experience in BEC, TEC, 'A' Communications, 'O' and 'A' English Language and Literature, C&G Communications Studies and/or English Servicing Requirements.

DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

Lecturer II  
Business and Secretarial Studies

To be responsible for integration of Courses for low ability students such as Vocational Preparation and contributing to teaching in either secretarial skills or business studies. Appropriate qualifications and experience required.

Salary scales: Senior Lecturer: £10,893-£12,562 p.a.

Lecturer II: £7,215-£11,568 p.a.

plus £246 London Fringe Area Allowance p.a.

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application forms from the Principal to be returned by Monday 4th July, 1983.

Surrey Education Committee  
NORTH EAST SURREY  
COLLEGE OF TECHNOLOGY

Reigate Road, Ewell, Epsom, Surrey KT17 3DS

Applications are invited from men and women for the following posts to be filled with effect from 1st September or as soon as possible thereafter:

LI IN SOCIOLOGY

LI IN MATHEMATICS

LI IN BRICKWORK

Salary Scale: LECTURER I: £5,649-£9,735 p.a.

LECTURER II: £7,215-£11,568 p.a.

Plus £246 London Fringe Allowance p.a.

Generous relocation expenses in approved cases.

Please send a stamped addressed envelope for further particulars and application form from the Vice-Principal.

THE TIMES EDUCATIONAL SUPPLEMENT 24.6.83

COLLEGE OF FURTHER  
EDUCATION

CUMBRIA  
COUNTY COUNCIL  
WEST CUMBRIA  
TEMPORARY LECTURER  
(3 posts)

Required 1983 for 1st September 1983.

Applications are invited from persons with relevant qualifications and experience to teach in the following fields:

MATHEMATICS: Mathematics to BEC Certificate level; ability to use microcomputers as a problem-solving tool desirable.

COMPUTING: Emphasis on teaching to students needing awareness and application of microcomputing.

FOOD PRODUCTION: These posts are offered on a 1-year contract in the first instance. Extensions to permanent contracts will be considered on the basis of satisfactory performance. Full and fair consideration will be given to all disabled applicants.

Salary: Burnham FE Lecturer I: £5,355-£9,287 p.a. depending on experience and qualifications.

Further particulars and application forms from the Principal, West Cumbria College of Further Education, Carlisle, Cumbria, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280028 (14016) 280028

SURREY COUNTY COUNCIL  
EAST SURREY COLLEGE  
(Formerly Redhill Technical College  
& Reigate School of Art and Design)

Applications are invited from men and women for the following appointments from 1 September 1983 or as soon thereafter as possible.

A. Full-time:

1. Head of Department of Business Studies and Languages - Grade IV

Required to lead a busy, expanding Department engaged mainly in BEC, Secretarial/Business Administration and YTS work. Candidates should be graduates and/or professionally qualified; have appropriate commercial and teaching experience; and possess administrative ability of a high order.

2. Lecturer II

Required to lead the Science Section and assist with the administration in a newly formed and vigorous Department of Science and Computing. Candidate should be graduate in a science discipline; be enthusiastic and energetic; and have proven teaching and administrative ability in Further Education. Industrial experience would be an added advantage.

3. Lecturer I (Temporary - one year in first instance)

Required to teach two or more subjects from: Background to Business, Travel and Tourism; Book-keeping; Communication; and Distribution. To BEC General level, within the Youth Training Scheme. Candidates should have appropriate qualifications and experience, and be enthusiastic, innovative and able to assist in developing the scheme.

4. Lecturer I (Temporary - one year in the first instance)

Required to teach computer skills and book-keeping to RSAI and BEC General level, within the Youth Training Scheme. Candidates should be forward looking, have a special interest in the use of micro-computers for instruction, and be able to assist in developing the scheme.

5. Lecturer I (Temporary - to cover for maternity leave)

Required to teach the theory and practice of Catering to a range of craft courses. The ability to offer Food Service would be an added advantage. Candidates should have appropriate qualifications and commercial experience.

B. Part-time:  
Lecturers

Required to teach one or more of the following subjects to day and/or evening classes during the Autumn Term:

Arithmetic  
Background to Business  
Book-keeping  
Bricklaying  
Carpentry and Joinery  
Catering  
Communications  
Computing  
Mechanical and Production Engineering  
Travel & Tourism

Psychology  
Science  
Social and Life Skills

SALARIES (INCLUDING AREA ALLOWANCE)

A1: £14,394-£16,095 p.a.  
A2: £7,481-£11,814 p.a. (according to qualifications and experience)  
A3, A4 & B: £5,895-£9,561 p.a. (according to qualifications and experience)  
B: £7.84 per hour

Further details of these posts, together with application forms may be obtained from the Staff Officer, Redhill Technical College, Gatton Road, Redhill, Surrey. Tel: Redhill 64717.

THE TIMES EDUCATIONAL SUPPLEMENT 24.6.83

COLLEGE OF FURTHER  
EDUCATION

DERBY  
DERBY COLLEGE OF  
FURTHER EDUCATION

Principal: J. Legner  
S.E. (1980), C.I.E. (1981), F.I. (1982), F.I. (1983)

Applications are invited for the post of LECTURER I in LIBERAL STUDIES

£5,355-£9,287 p.a.

Commencing salary dependent upon experience and qualifications.

Application forms and further details may be obtained by writing to: The Chief, Administration Officer, Derby College of Further Education, Derby DE2 8UG, enclosing a stamped addressed envelope.

Derbyshire County Council is an equal opportunity Authority. (1983) 280029

DERBYSHIRE  
EDUCATION COMMITTEE

Principal F. J. Hawley, M.Sc. Department of Electrical and Electronic Engineering, Bristol City College, Bristol, Avon, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280030 (14016) 280030

Nottinghamshire County Council

Applications are invited for the following posts which are vacant from 1st September, 1983.

North Nottinghamshire College of Further Education

Lecturer Grade I Academic Studies

The successful applicant will teach 'O' and 'A' Level in English and Social Sciences. Candidates offering a wide range of Social Science disciplines are particularly welcome (eg Politics and Philosophy). Work also involves teaching 'support Modules' for other academic courses. Much of the work is with Mature Students. Good academic and teaching qualifications are essential.

For further details please see below next vacancies.

Lecturer Grade I Social and Life Skills

The person appointed will teach to 16-19 year olds on a variety of MBO funded courses including Training Workshops and Community Agencies. The post will be mainly concerned with group initiative work and outdoor pursuits on both an in-house and residential basis. Applicants should possess teaching qualifications together with a wide range of qualifications and experience in Outward Bound type activities. The successful applicant must have a strong commitment to the work in the sense of relating to the young unemployed and being able to operate as a member of a team of teachers.

For further details please see below next vacancy.

Re-advertisement  
Senior Lecturer in Catering or Community Services

Extensive experience of work at a senior level in further education is essential for this interesting and unusual post. Duties include development and direction of a variety of full and part-time courses as well as staff and curriculum development responsibilities and duties as second Deputy Head of the Community Studies Department, on Introduction of extended College year. Graduate or equivalent qualifications are required in one of the main curriculum areas of Catering or Community Services. Previous appointments will be considered.

Application forms and further details for the above three posts are available from the Principal of North Nottinghamshire College of FE, Carlton Road, Worksop, Notts S81 7HP. Tel: Worksop (0909) 473551. Closing date 8th July, 1983.

West Bridgford College of Further Education

Lecturer Grade I Mathematics/Physics

To teach Mathematics and Physics (and Computer Studies, if possible) on a wide range of courses including Vocational 'O' and 'A' Level and City and Guilds. Applicants should be qualified graduates.

For further details please see below next vacancy.

Lecturer Grade II English/Communications

To participate in the teaching and administration of the subjects

THE TIMES EDUCATIONAL SUPPLEMENT 24.6.83

COLLEGE OF FURTHER  
EDUCATION

DEVON  
COUNTY COUNCIL  
BICTON COLLEGE OF  
FURTHER EDUCATION  
Bicton, Devon EX9 7BY

Applications are invited from persons with appropriate experience of further education for the post of HEAD OF DEPARTMENT OF CONSTRUCTIONAL ENGINEERING, which is vacant from 1st September, 1983, due to the retirement of the present post-holder.

Applicants should have a good honours degree or equivalent specialist qualifications and have appropriate teaching and industrial/commercial experience.

An ability to work effectively with individual groups and species involved in further education and an understanding of their different problems is essential. In this connection a knowledge of modern industrial practice will be expected.

The present grading of the Constructional Engineering Department is Burnham Grade III (salary range £13,089-£14,610).

Further details and application forms are available from the Principal, Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

DEVON  
COUNTY COUNCIL  
BICTON COLLEGE OF  
FURTHER EDUCATION

Principal F. J. Hawley, M.Sc. Department of Electrical and Electronic Engineering, Bristol City College, Bristol, Avon, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

280031 (14016) 280031

Nottinghamshire County Council

Applications are invited for the following posts which are vacant from 1st September, 1983.

North Nottinghamshire College of Further Education

Lecturer Grade I Academic Studies

The successful applicant will teach 'O' and 'A' Level in English and Social Sciences. Candidates offering a wide range of Social Science disciplines are particularly welcome (eg Politics and Philosophy). Work also involves teaching 'support Modules' for other academic courses. Much of the work is with Mature Students. Good academic and teaching qualifications are essential.

For further details please see below next vacancies.

Lecturer Grade I Social and Life Skills

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For further details please see below next vacancy.

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Senior Lecturer in Catering or Community Services

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Application forms and further details for the above three posts are available from the Principal of North Nottinghamshire College of FE, Carlton Road, Worksop, Notts S81 7HP. Tel: Worksop (0909) 473551. Closing date 8th July, 1983.

West Bridgford College of Further Education

Lecturer Grade I Mathematics/Physics

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For further details please see below next vacancy.

Lecturer Grade II English/Communications

To participate in the teaching and administration of the subjects

Surrey Education Committee  
NORTH EAST SURREY  
COLLEGE OF TECHNOLOGY

Reigate Road, Ewell, Epsom, Surrey KT17 3DS

Applications are invited from men and women for the following posts to be filled with effect from 1st September or as soon as possible thereafter:

LI IN SOCIOLOGY

LI IN MATHEMATICS

LI IN BRICKWORK

Salary Scale: LECTURER I: £5,649-£9,735 p.a.

LECTURER II: £7,215-£11,568 p.a.

Plus £246 London Fringe Allowance p.a.

Generous relocation expenses in approved cases.

Please send a stamped addressed envelope for further particulars and application form from the Vice-Principal.











**CALIFORNIA**

de Correo No. 2.  
78 Quilmes  
Buenos Aires  
Argentina







## EDUCATION DEPARTMENT SENIOR ADMINISTRATIVE ASSISTANT

£10,161-£11,180 p.a.

The successful applicant will direct, co-ordinate and supervise the work of officers in the Teachers Staffing Section dealing with the administrative work connected with the recruitment, appointment, resignations, conditions of service, promotion, in-service training, etc. of teachers throughout the Authority's schools. The postholder will also be responsible for certain line management/supervisory functions relating to Non-Teaching Staff.

Candidates should possess a degree or relevant professional qualification and show the ability to lead an important area of professional administration.

Please quote reference: ED 849. Closing date: 8th July, 1983. Application forms and further details available from the Personnel Section, Ealing Town Hall Annex, Ealing, London W5. Tel: 01-840 1985 (24 hour service).

All salaries are inclusive of London Weighting Allowance. All posts are open to male and female applicants unless otherwise stated.

Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply.

**Ealing**  
London Borough

## SHEFFIELD EDUCATION DEPARTMENT ASSISTANT SCHOOLS OFFICER (Staffing and Operational) PO1(d) £9504 - £10563

An appointment may be made above the minimum of the scale. The successful candidate is likely to be an honours graduate with good teaching experience.

This is an important position carrying considerable responsibility as a member of a team charged with the implementation of the staffing policies of this Authority for primary, secondary and special schools.

There will be an opportunity to contribute to a variety of policy matters and to obtain a wider experience in the administrative work of the Education Department. The successful candidate is expected to seek promotion to a senior post in this or another Authority after about three years.

Application forms and further details from the Chief Education Officer (Quoting Ref. ST/P/CW), Education Department, Leopold Street, Sheffield S1 1RJ to whom completed applications should be returned by 8th July, 1983.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

## EDUCATION DEPARTMENT ASSISTANT EDUCATION OFFICER MULTI-CULTURAL EDUCATION Ref. No: ED 853

## ASSISTANT EDUCATION OFFICER SPECIAL EDUCATIONAL NEEDS Ref. No: ED 854

£14,855-£15,273 p.a.

Applicants for both these posts should be graduates with significant teaching and administrative experience at a senior level.

Closing date: 8th July, 1983. Application forms and further details are available by quoting the appropriate reference number and sending a self-addressed envelope (minimum size 110 x 220mm) to the Personnel Office, Room A204, Town Hall Annex, New Broadway, Ealing W5.

All salaries are inclusive of London Weighting Allowance. All posts are open to male and female applicants unless otherwise stated.

Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply.

**Ealing**  
London Borough

## ADMIN LEA cont.

## SENIOR CAREERS OFFICER

£8,388-£8,922

We require a qualified Careers Officer with the Diploma in Careers Guidance (Dip C.G.) to work with the unemployed.

Duties will include canvassing employers for opportunities, providing guidance and support to young people on the Youth Training Scheme and liaison work with Managing Agents and other providers of special schemes for young people.

This post is 100% government funded as an aid to the strengthening of the Careers Service.

Application forms and further details from the Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN (Tel: 01-303 7777, Ext. 542/543). Closing date 8th July, 1983.

**Bexley**  
London Borough

## SCOTTISH INSTITUTE OF ADULT EDUCATION

## DIRECTOR

Salary £11,565-£15,084 p.a.

Applications are invited from men and women with a background in adult education and with administrative experience for the above post which becomes vacant on 1st September, 1983.

The Institute is a non-governmental organisation which encourages the provision and extension of education and training opportunities for adults.

Further details from:

The Hon Treasurer  
Scottish Institute of Adult Education  
30 Rutland Square  
Edinburgh EH1 2BW  
Tel: (031) 229 0331

**City of  
Manchester**

## EDUCATION COMMITTEE

## Senior Stage Inspector - Secondary Education

Burnham Headteacher Group 11  
£17,277-£18,561 p.a.

Required as soon as possible. This is a re-advertisement and previous applicants will automatically be reconsidered.

Essential car users allowance and assistance with removal and associated expenses.

The City Council operates a 'Union Membership Agreement' under which a new employee is required to become a member of a recognised trade union.

Please telephone 061-228 2181, Ext. 7253/7221 for an application form which should be returned to the Chief Education Officer, (S2/038), Crown Square, Manchester M2 3BA, and leave a telephone number where you may be contacted.

## EDUCATION DEPARTMENT

## INSPECTOR/ADVISER In Craft, Design and Technology

Soulbury H.T. Group VIII

Starting date: 1st September, 1983 or 1st January, 1984.

Applications are invited for the above post from candidates with substantial teaching experience in this field. Experience of Inspectorial/Advisory work would be an advantage.

Application forms and further particulars with job description obtainable from the County Personnel and Management Services Officer, Shire Hall, Mold (Tel: Mold 2121, Ext. 384) to be returned by 8th July.

J. A. DAVIES  
County Personnel and  
Management Services Officer

**CLWYD**  
COUNTY COUNCIL

## SHEFFIELD EDUCATION DEPARTMENT PRINCIPAL ASSISTANT EDUCATION OFFICER (CONTINUING EDUCATION) £16,848-£17,991 (under review)

Applications are invited from graduates with teaching/lecturing experience and educational administrative experience at a senior level for this important post in one of the largest and most progressive metropolitan district education authorities. Duties and responsibilities include co-ordination and monitoring of the post-16 system, higher education, student awards, capital building programme in continuing education and overview of adult education and youth/community provision. Casual car user allowance and assistance towards removal and associated expenses available.

Further particulars and application forms from the Chief Education Officer, PO Box 87, Leopold Street, Sheffield S1 1RU (Ref: ST/P/CW) to whom completed applications should be returned by 11 July 1983. Tel: (0742) 734663.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

**DORSET**  
County Council

## Head of Centre

(Group 8 Headship)  
£13,953 to £15,189

Four Professional Centres are being established from January 1984 to replace our current Teachers' Centre provision. As well as providing a co-ordinated programme of in-service education in the area as part of the overall Authority provision, the Heads of Centre will be required to make a contribution to an aspect of the curriculum throughout the County.

The posts demand recent successful teaching experience at a senior level, administrative skills and a wide interest in education.

Applications are now invited for the posts of Head of Centre at Chichester and Crawley. For further details and an application form please write to: Director of Education, County Hall, Chichester, West Sussex PO19 1RF, enclosing an a.s.a. Closing date: Wednesday, 6 July 1983.

**West  
Sussex**  
COUNTY COUNCIL

## HUMBERSIDE COUNTY COUNCIL Assistant Education Officer

Post-Compulsory Education  
£11,859-£13,116 pa (pending review) PO2 (1-5)

Following restructuring in the Education Department, a vacancy exists for a fourth officer whose work will support senior officers in the development of post-compulsory education. The post will be based at County Hall, Beverley. Applications are invited from graduates with suitable teaching experience. Experience within an Education Department is desirable.

Further information and application forms are available from the Director of Education, County Hall, Beverley, North Humberside HU17 9BA, Tel: 0482 867131, Ext. 3413. Closing date 8th July 1983.

Full and fair consideration will be given to all disabled applicants.

**Cheshire**

## Education Department APPOINTMENT OF ADVISER FOR SPECIAL NEEDS

Salary scale Burnham HT Group 9  
£15,027-£16,251 pa  
possibility of progression  
to HT GROUP 10

Applications are invited for the above post in primary and secondary schools to commence duties on 1 January 1984. The post is one of three in the Special Education Advisory Team which was enlarged in 1981. A substantial programme of reorganisation and development in the Authority's special needs provision is at present taking place to meet the additional requirements of the Education Act 1981, and the person appointed will be expected to contribute particularly to development of programmes of integration and to meet the needs of slow learners in mainstream schools.

Essential car user allowance payable. Removal and disturbance allowance may be payable in appropriate cases.

Application forms and further particulars obtainable from the Director of Education, Cheshire County Council, County Hall, Chester (Ref. 2D/7C). Tel: Chester 602228. Closing date: 8th July, 1983.

## Education Department

## Senior Careers Officer SO1

Salary: £9,255-£9,828 inclusive plus a casual user car allowance

Applications are invited from qualified and experienced Careers Officers for this post. You will provide careers education and guidance to students in the Borough's Further Education College in liaison with the College Careers Counsellor and with the assistance of another part-time Careers Officer.

This post also covers the provision of a careers advice and guidance on Further and Higher Education to adults.

Application form from Recruitment Officer, Personnel Department, Town Hall, Forest Road, London E17 4JF. Tel: 631 8899 (24-hour answering service). Please quote ref. Q5914. Closing date: 8th July, 1983.

**Waltham  
Forest**

## ADMIN LEA.

continued

## HERTFORDSHIRE

**CAREERS SERVICE**  
Applications are invited from qualified and experienced Careers Officers to fill two posts to complete the course of the Diploma in Careers Guidance for vacancies in the area of Hertfordshire. Salary scale AP3/4 £23,875 - £27,545 plus fringe where applicable. After completion of probationary period, successful candidates will be eligible for promotion to AP4 (£26,875 - £31,545) plus fringe where applicable, pay award pending from 1 July 1983. Casual car user allowance available.

Application form from County Careers Office, County Hall, Hertford (Ref. 83/88, Ext. 3441) for return by 8th July 1983. (11553) 480000

## LEICESTERSHIRE

## CAREERS SERVICE

## ASSISTANT CHIEF OFFICER

Salary P.O.1 (£10,884 - £11,350)

This new post results from a review of the Careers Service. The successful candidate will be responsible for running the Leicester Careers Centre and will be a member of the County Planning and Management Team. Applicants should have management training and/or experience at a senior level, be conversant with computer development and have a proven record of good staff relations.

**SENIOR OLDER LEADER**  
Salary S.O.3 (£8,658 - £9,331)

This new post is based in Leicester. Duties will include a review of the Careers Service, the successful candidate will be responsible for running the Leicester Careers Centre and will be a member of the County Planning and Management Team. Applicants should have management training and/or experience at a senior level, be conversant with computer development and have a proven record of good staff relations.

Further information and application forms are available from the Director of Education, County Hall, Leicester, Leicestershire LE1 7BB, Tel: 0533 667131, Ext. 3413. Closing date 8th July 1983.

**ilea** Inner London  
Education Authority

Applications are invited for 3 Inspector posts

## Inspector of English (District Rank)

Inspector for English required to be a member of a team, led by the Senior Inspector for English, concerned with all aspects of the teaching of English in primary, secondary and special schools. Applicants should have good academic qualifications, extensive teaching experience and knowledge of recent developments in the subject.

## Inspector of Art and Design (District Rank)

This is a re-advertisement.

Applications are invited for the post of Inspector to advise upon, inspect and develop art and design studies mainly in further and higher education but including some areas of work in adult education institutes and schools.

Applicants should possess appropriate qualifications and have had wide teaching experience including some at a high level in further or higher education.

## Inspector for Nursery Education (District Rank)

This is a re-advertisement.

Applications are invited for the post of Inspector for Nursery Education.

The successful applicant will join a team of primary inspectors which includes a senior nursery inspector and two other nursery inspectors. The role of the nursery inspector will now be turning towards a closer involvement with the primary inspectors and a broader involvement in education across the early years of childhood. Nevertheless varied experience of nursery education and other forms of pre-school provision is essential.

Current duties include visiting and advising on all aspects of nursery education in nursery schools and classes, setting up new provision, advising on training of NNEB students and assisting with a range of in-service provision.

Salary Range (all 3 posts) £18,468-£19,908 inclusive of £1,284 London Weighting Allowance.

Further details and application forms obtainable from the Education Officer (EO/Enab 1B), Room 865, the County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope). Please indicate clearly for which post you wish to be considered. Closing date for receipt of completed applications is 11 July 1983.

ilea is an equal opportunities employer.

## NORTH YORKSHIRE COUNTY COUNCIL CAREERS OFFICER

£9,573 - £12,545 (inc. £735 for 2 years' experience). To be based in Skipton. Applicants should possess relevant qualifications and experience in Careers Guidance, and be able to contribute to the development of the Careers Service. Current drive for the development of the Careers Service. Current drive for the development of the Careers Service. Current drive for the development of the Careers Service.

Application forms (11553) 480000

**WOLVERHAMPTON  
BOROUGH COUNCIL**

## EDUCATION DEPARTMENT

## Professional Assistant (Primary and Secondary Education)

Salary Scale £10,563 - £12,545 (inc. £735 for 2 years' experience)

Applications are invited from persons who have held responsible teaching posts in primary or secondary schools and are interested in a career in educational administration. The successful candidate will be appointed to the post of Professional Assistant (Primary and Secondary Education) in the Education Department.

Further particulars and application forms may be obtained from the Director of Education, County Hall, Wolverhampton, W.V.1B. Closing date: 4th July 1983.

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, disabled and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy.

Applications close 8th July 1983.

Ref: 11553 480000

## Administration General

## YORKSHIRE DIOCESE OF YORK

## Required October 1st DIOCESE OF EDUCATION

(SCHOOLS)

Details of the above full-time post open to clergy, laymen and laywomen, obtained from Revd Canon M. S. Gower, Secretary, Diocese of York, 111, The Quadrant, York YO1 1JL.

Applications close 8th July 1983.

Ref: 11553 480000

## LONDON BOROUGH OF HAVERING Education Department

## SENIOR CAREERS OFFICER (Handicapped)

Grade AP.5.

Salary £8,388-£8,922 p.a.

Based at Romford, the duties include particular responsibility for work with handicapped young people throughout the Borough, with some responsibility also for staff training. Applicants should be suitably qualified and have had relevant experience in the Careers Service, Casual User Car Allowance.

Further details and application forms obtainable from The Director of Educational Services, Mercury House, Romford RM1 3DR (Ref. JG). Closing date 8th July, 1983.

## North Yorkshire County Council

## NORTH RIDING COLLEGE OF EDUCATION SCARBOROUGH

Applications are invited for the post of:

## SENIOR ADMINISTRATIVE OFFICER

To be responsible to the Principal for the general administrative and financial arrangements within a college concerned principally with teacher training both initial and in service.

Grade SO1 Salary Scale £9,080 to £9,860 per annum. Further information and application forms available from the Principal (Appointments), North Riding College of Education, Filey Road, Scarborough YO11 3AZ. Closing date for receipt of applications 28th July, 1983.

## Department of Education and Science

## HM Inspectors of Schools Mathematics

Applications are invited from men and women for early appointment as HM Inspectors of Schools with a special interest in mathematics. HMI inspect educational institutions as part of both general and special assignments and provide professional advice to the Department and throughout the educational system.

Those appointed will have opportunities to take part with other HMI in work related to current developments such as the Technical and Vocational Education Initiative, developments in examinations and the follow-up to the Cockcroft Report and the White Paper on Teaching Quality.

Applicants, preferably aged between 35 and 45, should have a wide interest in education, good academic qualifications and substantial experience of teaching mathematics in schools, colleges or universities. Appropriate experience in industry or in teacher training would be an asset for some of the appointments. Starting salary is within the range £14,400 - £20,800 (higher in London).

Application forms (to be returned by 22 July 1983) and further information may be obtained from Mr E D Foster, Department of Education and Science, Room 1817, Elizabeth House, 39 York Road, London SE1 7PH (telephone 01-828-9222 Extension 2788 or 2237). Please quote 5/83.

## SECONDARY EXAMINATIONS COUNCIL

## Principal Professional Officers

The Secondary Examinations Council, as well as embarking on its 18+ work, is now in the process of considering the across subject issues raised by the debate on National Criteria at 16+. It is therefore seeking to appoint further Principal Professional Officers, on the salary scale £12,389 to £16,656 plus £1,250 London weighting, with a broad spectrum of experience, preferably but not essentially in both teaching and assessment.

Further particulars and applications forms from Mrs I. Mach, Newcombe House, Notting Hill Gate, London, W11.

Closing date for application 8 July 1983







